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ABSTRACT

This document contains one of two assessment tools developed by Project Proud Option, which developed and field-tested a set of student- and job-assessment instruments that provide a strategy for determining (1) the vocational skills required on a particular job; (2) the functional skill levels of a particular student; (3) a process to determine the discrepancies between required job skills and existing student skills; (4) an open-ended strategy for generating age-appropriate curriculum; and (5) a relevant individualized education program for handicapped people based on real world tasks. The Student Functional Profile, the assessment guide contained in this document, presents a process for assessing a student's functional skill levels in five developmental areas: activities of daily living, motor, communication, quantitative, and independent living skills. Also, forms are provided for identifying key objectives, summarizing the individual student's skills on a scan profile, and matching student's profile with the job profile. Examples, resources, and additional forms are appended.
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STUDENT FUNCTIONAL PROFILE

by Geoffrey Clark Miller, Ed.D

U.S. DEPARTMENT OF HEALTH,
EDUCATION & WELFARE
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FOREWARD

Most general education programs are not prepared to offer appropriate, individualized occupational programs which could benefit handicapped students. Through a comprehensive program of training in the "least restrictive educational environment" many handicapped students can become proficient at many independent living skills within the community.

Public Law 94-142 requires that school systems provide appropriate vocational education programs for handicapped children in the least restrictive environment. Therefore, a standard, easily-adapted and universally applicable tool that schools and other service personnel can pick up, plug in and adapt is needed.

Proud Option Project was funded by the Bureau of Occupational and Adult Education, Department of HEW, in July, 1976 to meet this need. Between July, 1976 and June, 1978, the Project researched, developed, field-tested, refined and produced a set of student and job assessment instruments which provide a developed strategy for determining the vocational skills required on a particular job; the functional skill levels of a particular student; a process to determine the discrepancies between required job skills and existing student skills; an open-ended strategy for generating age-appropriate curriculum, and a relevant Individualized Education Program (IEP) for handicapped people based on real world tasks.¹

There are at least two kinds of intended consumers for this material: (1) SUPERVISORY; and (2) DIRECT CARE. Teacher-trainers, workshop supervisors, in-service trainers, and consultants are responsible for providing assistance to trainers in the classrooms, workshops, etc. Direct-care personnel are trainers who can use this resource with their students in a practical and functional way. Both groups of consumers need to adapt the materials for their own use.

The materials are to be used as a guide and not as a recipe. They represent a different philosophy than many of the available vocational assessment, career planning and curriculum development strategies for the education of secondary-aged, severely handicapped people. Therefore, each person must adapt them to their specific situations.

The materials are useful because they are flexible and can be adapted to a variety of situations and students. The trainer or supervisor (or whoever else is going to be involved) must be attuned to the individual nature of all these situations and interactions.

¹For those interested in further information on the research developed, field test sites utilized, and the management plan followed in accomplishing these tasks, a thorough Case History of the Project's progress through two years of operation is available to the reader upon request.

In the process of developing an educational plan for handicapped students, many issues had to be considered and dealt with if the materials were to be relevant and accountable. Brown, et al (1977)² stress the point that "... any adjustment made in the educational plan for a child because of a handicap must be scrutinized carefully to minimize the possibility that such a plan might encourage, rather than reduce, developmental discrepancies between that child and non-handicapped students."

Nine of the critical issues and possible adjustments that were scrutinized in the process of developing strategies and a plan for the generation of relevant, age-appropriate curriculum materials were:

1. PROBLEM OF UNDEREMPLOYMENT

One criticism of almost everything happening in secondary education for the handicapped is that it does not go "low enough". In most cases this is true. There are very few programs around the country which have done creative things vocationally with the lowest functioning secondary-aged people.

Conversely, there are curriculum products that go too low and consequently, there are students who are underemployed. There are certainly students in sheltered workshops and other training programs who should be in private enterprise, making more money, enjoying more freedom, and acquiring additional skills.

Strategies are still necessary even for the lowest functioning students. These students need the communication skills required in their environments; proficiency in motor skills; knowledge of specific task requirements; and skills in social interaction. This curriculum strategy developed by Proud Option Project can be adapted *downward*, or adapted *upward*, thereby reducing the possibilities of underemployment.

2. COST FACTOR

Another issue was the need for an inexpensive way for helping professionals develop a cognitive style and/or strategy for approaching and resolving problems. For example, if a person is interested in training a student to be a nurse's aide, he/she could, with the assessment instruments developed, initially simulate all the required activities in the school or workshop setting and then go to the facility and provide on-the-job training, using one of their vacant rooms.

Therefore, it is recommended that the most relevant curriculum an educator can design for severely handicapped students is the curriculum that exists in the natural environment, because that requires no inferences and is essentially cost free.

3. MEASUREMENT SYSTEM

The measurement system involves *direct measurement* or verification of what a student needs to **succeed** in a natural environment. Criteria for success for a particular student in a particular task is: Can the student do that task in the natural environment? The assessment instruments developed here are criteria-based and measure how prepared and ready a student is to assume employment by observing and assessing job performance in a realistic natural environment.

²Brown, Wilcox, Sontag, Vincent, Dodd, Gruenewald; *Toward the Realization of the Least Restrictive Educational Environments for Severely Handicapped Students*; AAESPH Review, Volume 2, Number 4, December 1977.

4. AGE-APPROPRIATE

One great advantage of these assessment instruments is that they emphasize the importance of concentrating on age-appropriate performance. Many educators look at handicapped students as "young children in older bodies" and, consequently, their teaching and the student's responses are not age-appropriate. A student who is twenty-one-years old chronologically, but functioning at the developmental level of a four-year-old, is often taught using a curriculum that might be appropriate for a four-year-old child. This is one of the great developmental inhibitors in education today — "teaching older children young tricks" and thereby not preparing them to function in the adult or age-appropriate world. The strategy presented here will allow the user to accumulate relevant data which will prepare the student to function independently in realistic surroundings.

5. PREREQUISITES VERSUS CORRELATES

Another important issue was prerequisites versus correlates. For example, what skills should a student have before you take him/her out on the job, as opposed to what s/he will learn on the job?

People often put different emphasis on different dimensions of this issue. In many cases it is said, "this student is not ready for this job, so we will do this to train him/her." Then skills are vertically arranged because it is felt that the student is not ready for the real job in the natural setting.

The curriculum strategy presented in this book calls this approach into question by maintaining that it is important to get that student out into the community and to find out how s/he does in the real setting. Some students who do not do well in simulated settings perform well on the job.

It is important for teachers to limit prerequisites to specific and essential skills and reduce to a minimum time spent on learning listing skills, arranging color discrimination configurations, or performing eye-hand coordination activities, etc.

6. EMPLOYMENT OPPORTUNITIES

Labor market statistics and unemployment figures show that many people need jobs and are looking for work. Handicapped students have difficulty competing with non-handicapped people. Thus, low status, high turnover, low paying jobs must also be considered as training targets. It is important to aim at competitive employment in more desirable jobs. However, we believe that any job is better than no job. If a student has no job, the state, or someone else, tends to take over his/her total existence. If the student has employment, it encourages independence and self sufficiency and may also lead to opportunities for better paying, higher status work.

A process for comparing and matching a student's skill with job requirements has been developed and should be of help in finding appropriate employment possibilities for each student.

7. FADE IN/OUT

This becomes an important issue in training as the student gets closer to employment since *fading in and fading out must be done gradually*.

The important point to consider is that there is a difference in simulated training and performance at the actual work site. Exposure to real work situations requires a big adjustment. The instructor has to systematically arrange for the student's longitudinal vocational preparation. For example, if it has been determined that the student will be working in a laundry, the instructor would start this real life exposure by bringing the student into the work setting for a short period of time (fade in), to introduce procedures (i.e., bathroom, break time, use of vending machines, etc.), transportation (i.e., methods of getting to and from work), signs, safety procedures, etc., and would systematically try them out with the student. As time progresses the instructor would gradually de-emphasize the simulated aspects and transfer the student's attention to other cues in the environment. It is critical to avoid abrupt changes. The instructor needs to move at the pace the student is capable of handling. One early step in this "fading process" might be for the instructor to take a student to the setting after closing time to get him/her comfortable with the environment. As students do more and more, teachers do less and less (fade out.)

8. FOLLOW-UP

Throughout the development of this model strategy, follow-up is required to make schools accountable for progress. Therefore, student performance is verified in the natural environment. This guide provides a record keeping system, including: how many hours a student is in training; the jobs the student can perform or be trained to do; methods for fading in or out; recording the specific skills worked on; identifying missing skills and pinpointing unsuccessful areas or areas requiring retraining. This model strategy provides an instructor with a starting point for further investigation and follow-up.

9. SIMULATION VERSUS EMPIRICAL VERIFICATION

Research has verified that vocational training for mildly handicapped people has concentrated on simulation, using the workshop approach; for example, a student learns how to make a lamp in the workshop and then goes out and makes similar products on the job. This may be useful in some instances, and students can learn a great deal in workshop settings, but **empirical verification in the natural environment** is essential. Therefore, these materials rely heavily on on-site training as basic to the development of essential vocational and functional skills of handicapped students.

The role of the educator needs to be expanded to include work outside of the confines of school or workshop settings — work that will involve assessment of both a student's functional skills; and assessment of occupations for which the student might be trained; and methods for measuring success on the job. We believe that every educator of handicapped students should be committed to the philosophy that it is necessary to verify performance under natural conditions. A major feature of these assessment books is that the strategy has built in empirical verification in the natural environment.

In devising an educational plan for handicapped students, the investigation of these nine issues led to additional questions and concerns, such as:

- *What should be included in the curriculum to make it relevant and age-appropriate?*
- *What should the students be trained to do?*
- *What additional information can be found concerning the student and/or the job?*
- *How to find relevant jobs for the students?*
- *How to accomplish all the required tasks?*

These and other pertinent questions were considered in the process of developing these assessment instruments and each book gives specific, detailed directions for dealing with them.

The author has developed two assessment profiles, a **Student Functional Profile (SFP)** and a **Job Functional Profile (JFP)**. The SFP presents a process for assessing a student's functional skill levels in five developmental areas: Activities of Daily Living, Motor, Communication, Quantitative and Independent Living Skills. In completed form they comprise a detailed assessment for planning individual instruction and curriculum for each student and result in the formation of an age-appropriate, secondary level curriculum for handicapped students.

The JFP provides a strategy for determining the vocational skills required for a particular job and transferring this information into a relevant training program for a student. The JFP describes the process and provides the needed assessment job profiles for (1) initiating contacts within a community; (2) accumulating job skill inventories; (3) determining the discrepancies between the existing skills and the vocational skills required on the job; (4) transferring that information or more detailed job descriptions back to the student's SFP for relevant training.

The major contribution of this model and the SFP/JFP assessment books is their ability to generate relevant curriculum. In attempting to generate this curriculum, the first step would be to assess where the students are going to function (i.e., where students will live, how they will get to and from work, where they will work and shop.) In developing curriculum, it is important to remember not to start with the student, but to start with where you want to take the student. What we should be trying to do is prepare people to successfully and permanently function in natural environments.

The instructor should focus on those items which will allow the student to stay in the vocational environment, and to provide training on as many of those items as possible. A process needs to be followed to determine which items are the most important for the individual student. However, an eighteen to twenty-one year old may need to be proficient in numerous individual items or skills to function independently in the community. Therefore, it is important to prioritize skills and to teach students to generalize and transfer core skills to similar situations.

A secondary level curriculum for handicapped students is a pressure-packed curriculum because there are only a few years to train for many skills. When you work with five and six-year-old children, it is possible to look ahead to the next teacher or the next year of training. In a secondary education curriculum for the handicapped you are often racing against the clock. The overriding problem is to find viable ways of teaching skills to students who can but find learning difficult and therefore must be taught by using more precise methods. Thus, materials, instructional time and procedures must be as efficient, effective and task-appropriate as possible. The materials contained in these books are based on available literature, practical experience, research and consultation. They are designed to assist supervisory and direct care personnel in implementing effective interventions which will develop students' abilities to function independently in a work setting and in the community.

This is an open-ended strategy that people can use to generate a relevant curriculum and a relevant training program for handicapped people. This strategy directs the trainer into the natural environment to analyze the community and potential jobs. The assessment instruments make it possible to bring the environment into a simulated setting (either at school or in a workshop) and a thorough student assessment can provide the student with training in as many core skills as possible. Then, after an initial match of students with job possibilities, the student can be provided with training in this simulated setting, until ready for on-the-job training and job placement, followed by verification of successful job performance.

As there is a close relationship between people who assess jobs and people who develop the educational curriculum and train students to function within these jobs, the SFP and the JFP can best be utilized together to provide a unified approach to training handicapped students to be participating members of their communities.

In conclusion, this strategy or guide to assess jobs and students is not the only way, but it has been effective for certain purposes. It is a way of looking at the world and organizing information that can be used with students when appropriately adapted to fit individual needs.

Geoffrey Clark Miller
June 30, 1978

INTRODUCTION

ORGANIZATION OF THE STUDENT FUNCTIONAL PROFILE

The following five color coded developmental skill areas are addressed in the Student Functional Profile (SFP) and arranged in five tabbed sections:

- | | |
|--|------------------|
| 1. <i>Activities of Daily Living Skills</i> | — BLUE SECTION |
| 2. <i>Motor Skills</i> | — PINK SECTION |
| 3. <i>Communication Skills (augmented by the Core Vocabulary Word Checklist)</i> | — BUFF SECTION |
| 4. <i>Applied Quantitative Skills</i> | — GREEN SECTION |
| 5. <i>Independent Living Skills</i> | — YELLOW SECTION |

The resources provided for each of the five skill areas are: (a) a brief introductory statement; (b) a topic outline; (c) a key objectives checklist; (d) a student scan profile; (e) a detailed assessment for planning a student's individualized education program (IEP). The relationship between (b) — (e) needs to be clearly understood, since the main topics and subtopics in the outline are preserved in the key objective checklist, the student scan profile, and in the more detailed student skill profiles (IEP).

In the case of the **KEY OBJECTIVE CHECKLIST**, one objective is stated for each subtopic, for example, in the student's developmental skill area dealing with COMMUNICATION, one subtopic (or skill component) is ARTICULATE SPEECH — the stated objective is that THE STUDENT SPEAK AT AN APPROPRIATE RATE AND WITH APPROPRIATE VOLUME. The key objectives in the checklist are structured so they may be terminal behaviors; a simpler behavior that seems to be a reasonable stopping point for students of modest ability; or objectives that more generally address the subtopic than do the individualized detailed objectives.

The key objective checklist is included so the rater (teacher, aide, rehab. counselor, etc.) can initially screen the student's functional skill levels using selected "key objectives" from each developmental area as indicators of a student's strengths or needs. The evaluator is then referred to those sections in the book covering skills in which the student needs additional training. This process eliminates the necessity for the rater(s) to work their way through the entire set of materials.

The ratings tabulated on the key objective checklist forms are also transferred onto the **STUDENT SCAN PROFILE**. This profile provides a one-page summary of the student's progress on these key objectives and consequently, in the overall developmental skill areas. The ultimate use of the Student Scan Profile is to **match** a student's functional skills with those required for a particular job, and as a way of keeping track of training in relation to ultimate functioning goals.

The topic outline which follows is partially defined by the Key Objective Checklist and more completely defined by the Detailed Skill List found in the student's IEP. Knowledge of the meaning of the outline is acquired by referring to either list.

TOPICAL OUTLINE OF DEVELOPMENTAL AREAS

The SFP addresses five developmental skills areas. In completed form these areas will comprise a detailed assessment for planning individual instruction and curriculum for each student and result in the formation of an age-appropriate, secondary level curriculum for a handicapped individual.

The following topical outlines contain introductory paragraphs on each developmental section and list each section's key objectives, subskills and related objectives.

The **ACTIVITIES OF DAILY LIVING (ADL)** objectives stress basic self-care behaviors including personal hygiene, eating, dressing and health maintenance. Skills in these need to be developed to a level where the student functions both independently and in a socially acceptable manner. The last area, health maintenance, includes routine behaviors related to sleeping and nutrition, safety and other preventive activities, and appropriate responses in situations calling for medical attention.

While a majority of the objectives are necessarily addressed in the individual's living situation a substantial number can also be appropriately addressed in the classroom situation through practice or simulation.

The following outline contains a specific breakdown of the Key Objectives and Detailed Skill Listings (with the number of objectives contained in each skill noted) which is found in the BLUE colored ADL section of the student's IEP.

ACTIVITIES OF DAILY LIVING OUTLINE

- I. **Key Objective: PERSONAL HYGIENE**
 Detailed Skill Listing:
 - A. Toilet Self-care (10 objectives)
 - B. Bathing and Showering (11 objectives)
 - C. Hair Care (9 objectives)
 - D. Tooth Care (8 objectives)
 - E. Tissue Use (6 objectives)
 - F. Finger/Toenail Care (6 objectives)
 - G. Menstruation (7 objectives)
 - H. Shaving (8 objectives)

- II. **Key Objective: EATING**
 Detailed Skill Listing:
 - A. Eating (3 objectives)
 - B. Handling Eating Implements (7 objectives)
 - C. Social Amenities (11 objectives)

- III. **Key Objective: DRESSING**
 Detailed Skill Listing:
 - A. Putting on Clothing (16 objectives)
 - B. Clothing Appearance (9 objectives)
 - C. Taking off Clothing (13 objectives)

- IV. **Key Objective: HEALTH MAINTENANCE**
 Detailed Skill Listing:
 - A. Basic Maintenance (11 objectives)
 - B. Diet and Nutrition (8 objectives)
 - C. General First Aid (8 objectives)
 - D. Safety Practices (5 objectives)

- V. **Related References**

The **MOTOR SKILLS** outline has been adapted from *A Taxonomy of the Psychomotor Domain* (Harrow, 1972). Teachable movements, motor behaviors, and physical abilities are represented on the skill list, together with movement communication behaviors. These four categories are subdivided into 16 subcategories. The specific objectives in each subcategory are suggestive of tasks that might be useful in assessing a subcategory. The following outline contains a specific breakdown of the Key Objectives and Detailed Skill Listings (the number of objectives contained in each skill is noted) which is found in the PINK colored Motor Skills section of the student's IEP.

MOTOR SKILLS OUTLINE

- I. Key Objective: COORDINATED MOVEMENT
Detailed Skill Listing:
 - A. Basic Locomotor Movements (4 objectives)
 - B. Non-Locomotor Movements (2 objectives)
 - C. Manipulative Movements (2 objectives)
 - D. Combined Locomotor, Non-Locomotor and Manipulative Movements (9 objectives)

- II. Key Objective: PERCEPTUAL-MOTOR BEHAVIORS
Detailed Skill Listing:
 - A. Body Control and Awareness (4 objectives)
 - B. Visual Skills (5 objectives)
 - Discrimination
 - Tracking
 - Figure-ground differentiation
 - C. Auditory Skills (5 objectives)
 - Sound differentiation
 - Auditory tracking
 - Auditory memory
 - D. Tactile Skills (3 objectives)
 - E. Coordinated Perceptual-Motor Skills (2 objectives)

- III. Key Objective: PHYSICAL ABILITIES
Detailed Skill Listing:
 - A. Endurance (2 objectives)
 - B. Strength (4 objectives)
 - C. Agility (2 objectives)
 - D. Timing (3 objectives)

- IV. Key Objective: MOVEMENT COMMUNICATION
Detailed Skill Listing:
 - A. Posture and Carriage (4 objectives)
 - B. Gestures (2 objectives)
 - C. Facial Expression (2 objectives)

- V. Related References

The **COMMUNICATION SKILLS** objectives range from simple responses to spoken language through the use of language for self-expression. The list of objectives addresses both simple and complex listening/speaking skills and simple writing responses. Reading is addressed through the **CORE VOCABULARY WORD CHECKLIST** that augments the Communication Skills. The Core Vocabulary Checklist was compiled through an inventory of over 100 businesses (see strategy as described in the Background Information section of this book and the Job Functional Profile (JFP). The Core Vocabulary Checklist is divided into three sections: **Safety**, **Community**, and **Independent Living**. The words in this checklist were found to be the most common vocabulary words used in the various home, community and occupational settings inventoried by Project personnel. A strategy is also presented for developing a student's IEP of Core Vocabulary Words specific to a job.

Effective communication is basic to socialization, to independent living, and to job performance. It is highly appropriate for all staff in contact with a student to be aware of his/her instructional objectives in this area so that continuous development of communication skills can be fostered.

The following outline contains a specific breakdown of the Key Objectives and Detailed Skill Listings (the number of objectives contained in each skill is noted) which is found in the BUFF colored Communication Skills section.

COMMUNICATION SKILLS OUTLINE

- I. Key Objective: SIMPLE, NON-VERBAL RESPONSES TO SPOKEN LANGUAGE
Detailed Skill Listing:
 - A. Attending Skills (3 objectives)
 - B. Direction Following Skills (3 objectives)
- II. Key Objective: ARTICULATION
Detailed Skill Listing:
 - A. Sounds Embedded in one-syllable words (6 objectives)
 - B. Pronunciation of multisyllabic words (2 objectives)
 - C. Articulate Speech (2 objectives)
- III. Key Objective: SIMPLE SPOKEN RESPONSES
Detailed Skill Listing:
 - A. Supplies simple information upon request (7 objectives)
 - B. Responds to social conversation appropriately (3 objectives)
- IV. Key Objective: MORE COMPLEX VERBAL EXPRESSION
Detailed Skill Listing:
 - A. Expresses thoughts in words, phrases and sentences (10 objectives)
 - B. Asks questions (3 objectives)
 - C. Is Polite (2 objectives)
 - D. Can describe an experience (10 objectives)
 - E. Interacts conversationally (1 objective)
- V. Key Objective: LISTENING
Detailed Skill Listing:
 - A. Shows comprehension of complex spoken language (4 objectives)
- IV. Key Objective: WRITING
Detailed Skill Listing:
 - A. Can manipulate a writing utensil (2 objectives)
 - B. Has manuscript writing skills (2 objectives)
 - C. Can provide simple information in writing (6 objectives)
- VII. Related References

A number of the **APPLIED QUANTITATIVE SKILLS** objectives have implications for independent living skills, filling out application blanks, and job-related tasks such as taking inventory. The fifty-seven specific objectives have been grouped into five major categories — number skills, time and dates, money, weight and length, and other applications. The staff using these specific objectives is encouraged to add objectives which are related to particular occupations when necessary. The following outline contains a specific breakdown of the Key Objectives and Detailed Skill Listings (the number of objectives contained in each section is noted) which is found in the GREEN colored Applied Quantitative Skills section.

APPLIED QUANTITATIVE SKILLS OUTLINE

- I. Key Objective: NUMBER SKILLS
Detailed Skill Listing:
 - A. Quantitative Vocabulary (3 objectives)
 - B. Counting, reading and writing numbers (4 objectives)
 - C. Computation (3 objectives)
 - D. Word Problems (1 objective)

- II. Key Objective: TIME AND DATES
Detailed Skill Listing:
 - A. Time (6 objectives)
 - B. Dates (7 objectives)
- III. Key Objective: MONEY
Detailed Skill Listing:
 - A. Money values (5 objectives)
 - B. Making change (3 objectives)
 - C. Reading and writing money values (3 objectives)
 - D. Other applications (5 objectives)
- IV. Key Objective: WEIGHT AND LENGTH
Detailed Skill Listing:
 - A. Weight (4 objectives)
 - B. Length (3 objectives)
- V. Key Objective: OTHER NUMBER APPLICATIONS
Detailed Skill Listing:
 - A. Household Measurement (3 objectives)
 - B. Temperature (5 objectives)
 - C. Common dials, gauges and meters (1 objective)

VI. Related References

The *INDEPENDENT LIVING SKILLS* section contains six skills not addressed elsewhere in the Student Functional Profile. These include using the telephone, shopping, getting around the community, eating in a restaurant/cafeteria, caring for clothing, and applying for a job. Many of these skills use some of the previously listed communication and/or quantitative skills. (For example, operating an automatic washer and dryer requires that one be able to read and set the buttons and dials on the machines.) Skills also addressed here deal with a potential worker's attitudes and social habits in areas such as punctuality, job acceptance and adjustment, instructional response, co-worker interaction, consistent performance, tolerance, supervision, correction of error, socialization, and clean-up. All these areas require reinforcement. Instruction in Independent Living Skills calls for practice in simulated and actual environments in addition to acquiring the prerequisite academic skills. The instructor should use his/her judgment in determining how complex a situation the student is prepared to handle and every effort should be made to develop job-related skills that maximize the student's potential.

The following outline contains a specific breakdown of the Key Objectives and Detailed Skill Listings (the number of objectives contained in each section is noted) which is found in the YELLOW colored Independent Living Skills section.

INDEPENDENT LIVING SKILLS OUTLINE

- I. Key Objective: USING A TELEPHONE
Detailed Skill Listing:
 - A. Knows own phone number (1 objective)
 - B. Answers the phone (4 objectives)
 - C. Places a phone call (6 objectives)
 - D. Places an emergency call (2 objectives)
 - E. More complex telephone procedures (5 objectives)
- II. Key Objective: SHOPPING
Detailed Skill Listing:
 - A. Plans the shopping trip (5 objectives)
 - B. Selects items (6 objectives)
 - C. Makes a purchase (3 objectives)
 - D. More complex shopping skills (4 objectives)

III. Key Objective: COMMUNITY MOBILITY

Detailed Skill Listing:

- A. Walking (3 objectives)
- B. Bicycling (4 objectives)
- C. Using public transportation (6 objectives)
- D. Using a taxi (3 objectives)
- E. Organizes time for timely arrival at destination (1 objective)

IV. Key Objective: EATING IN A RESTAURANT OR CAFETERIA

Detailed Skill Listing:

- A. Arrival procedures (4 objectives)
- B. Selecting and ordering food (3 objectives)
- C. Eating food (4 objectives)
- D. Paying for the meal (3 objectives)

V. Key Objective: CLOTHING CARE

Detailed Skill Listing:

- A. Clothing repairs (10 objectives)
- B. Clothes pressing (8 objectives)
- C. Shoe care (6 objectives)
- D. Hand laundry (7 objectives)
- E. Washing laundry (8 objectives)

VI. Key Objective: APPLYING FOR A JOB

- A. Planning ahead (2 objectives)
- B. Procedures upon arrival (2 objectives)
- C. Filling out application blank (3 objectives)
- D. Responding to interviewer (5 objectives)

VII. Related References.

RATING KEY/ RATER CODE

There are many ways to rate a student's skills. However, in order to insure consistency throughout the rating process in using the KEY OBJECTIVE CHECKLIST, the STUDENT SCAN PROFILE, and the STUDENT'S INDIVIDUAL PROFILE SHEETS, the following scoring scheme is recommended. This scheme is used as the model for scoring throughout this book and corresponds to the scoring of the *Job Scan Profiles* found in the *JFP* book.

✓ = **SKILL FULLY ATTAINED** by the individual (Note: attainment of a skill suggests consistent performance without reminders, and a judgment that further instruction is not needed)

P = **PROGRESS** or **PARTIAL ATTAINMENT** of some detailed skills has been attained.

NP = **NO PROGRESS** has been made on the detailed skills.
or **NOT APPLICABLE** at the present time
NA (Note: rater should mark *either* NP or NA in this space)

Space has also been provided on all rating forms for the identification of the person doing the rating:

T = Teacher
A = Aide
P = Parent
C = Rehabilitative Counselor
O = Other _____

The Rater Code is necessary due to the diversity of objectives and skills which need to be rated and the supposition that a student's IEP will be developed by a number of resource people.

In marking the student's form(s), the rater would fill in the first dotted line on the form (Key Objective Checklist, Student Scan Profile or Student Profile Sheet) moving from left to right, noting the student's present progress with either a ✓, P, NP or NA. This would then be followed with the appropriate rater code T, A, P, C, or O.

The following (Figure 1) is a sample Key Objective Checklist (KOC) from the Motor Skills section of the SFP book. It has been filled out for one student. Note that space is provided on the page for the student's name and the date of the observation or rating. Four columns have been added, in both the KOC pages and the student profile pages, to allow for quarterly assessments of the student's progress, or as often as necessary to coincide with the objectives.

FIGURE 1

SFP KEY OBJECTIVES CHECKLIST

MOTOR SKILLS

Student's Name: J. Smith

Date: 9/16

I. Key Objective: COORDINATED MOVEMENT

Objectives:

- | | | | | |
|---|---|--|--|--|
| A. Can move about in coordinated fashion (I.A.p.) | ✓ | | | |
| B. Can stoop, push, pull in coordinated fashion (I.B.p.) | ✓ | | | |
| C. Handles everyday objects in precise, coordinated manner (I.C.p.) | ✓ | | | |
| D. Performs combined locomotor, non-locomotor and manipulative movements in coordinated fashion (I.D.p.) | ✓ | | | |

II. Key Objective: PERCEPTUAL-MOTOR BEHAVIORS

Objectives:

- | | | | | |
|--|---|--|--|--|
| A. Is balanced and controlled in movements (II.A.p.) | ✓ | | | |
| B. Can sort objects on basis of shape, size, color (II.B.p.) | ✓ | | | |
| C. Can recognize source and direction from which sound emanates (II.C.p.) | ✓ | | | |
| D. Can identify object by touch alone (II.D.p.) | ✓ | | | |
| E. Can trace pattern and color within boundaries (II.E.p.) | ✓ | | | |

III. Key Objective: PHYSICAL ABILITIES

Objectives:

- | | | | | |
|--|-----|--|--|--|
| A. Has endurance to engage strenuous activity for length of time (III.A.p.) | EC | | | |
| B. Has arm, leg and back strength (III.B.p.) | EC | | | |
| C. Is Agile (III.C.p.) | EC | | | |
| D. Movements are smoothly timed (III.D.p.) | NPC | | | |

IV. Key Objective: MOVEMENT COORDINATION

Objectives:

- | | | | | |
|---|----|--|--|--|
| A. Has appropriate posture and carriage (IV.A.p.) | EA | | | |
| B. Gestures in coordinated and natural way (IV.B.p.) | EA | | | |
| C. Has pleasant, natural facial expression (IV.C.p.) | EA | | | |

RATING KEY

✓ = Skill Fully Attained
P = Progress or Partial Attainment
NP or NA = No Progress or Not Applicable

RATER CODE

T = Teacher
A = Aide
P = Parent

C = Rehab. couns.
O = Other

It is useful to review all areas checked P, NA or NP on all three forms and modify the rating when appropriate. It is also useful to check out the areas where skills have been attained for thoroughness of skill development.

Ratings on individual students will change as they are trained for and placed in employment situations. Ongoing evaluation of the student's growth by the teacher or counselor, and especially by the employer, is crucial to insure the student's on-job success and will enhance the student's future employment possibilities.

STRATEGY FOR IMPLEMENTING INDIVIDUALIZED EDUCATION PROGRAM

A survey of national programs being developed to provide occupational programs for the handicapped, and an assessment of needs that still exist have resulted in a Three-Stage process for developing and implementing an Individualized Education Program for secondary level handicapped students.

Each stage of this process is outlined and diagrammed in this section. (See Figure 2). A more detailed description of each stage can be found in the individually tabbed sections of this book, and in sections of the Job Functional Profile (JFP).

STAGE 1 - (ASSESSMENT) (see Figure 2)

The student's individualized profile sheets offer a detailed, itemized skill listing of objectives in the five developmental areas. However, there may be students who have already achieved some level of skill proficiency in these areas and some parts of this profile. Therefore, a color coded Key Objective checklist has been provided to use for screening individual students. One objective has been selected from each of the 15 subdivisions of the topical outline. (In some cases the objective is a composite of two or more specific objectives).

By starting with this checklist, it can be determined if the coinciding student profile sheets (in each developmental section) need to be used in their entirety, whether it is necessary to concentrate training in a particular area, or if no training is necessary.

Upon rating each objective the instructor will be referred to an individual profile sheet of the student's IEP (Stage 2, Program Design). This will assist the instructor in gaining more information about that particular objective and will guide the instructor into a more detailed diagnosis and training program.

Ratings marked for each objective should also be transferred onto the *Student Scan Profile* to provide an overview of the student's skills in the developmental areas, so comparisons, and a possible match can be made between these skills and potential jobs.

STAGE 2 - PROGRAM DESIGN (see Figure 2)

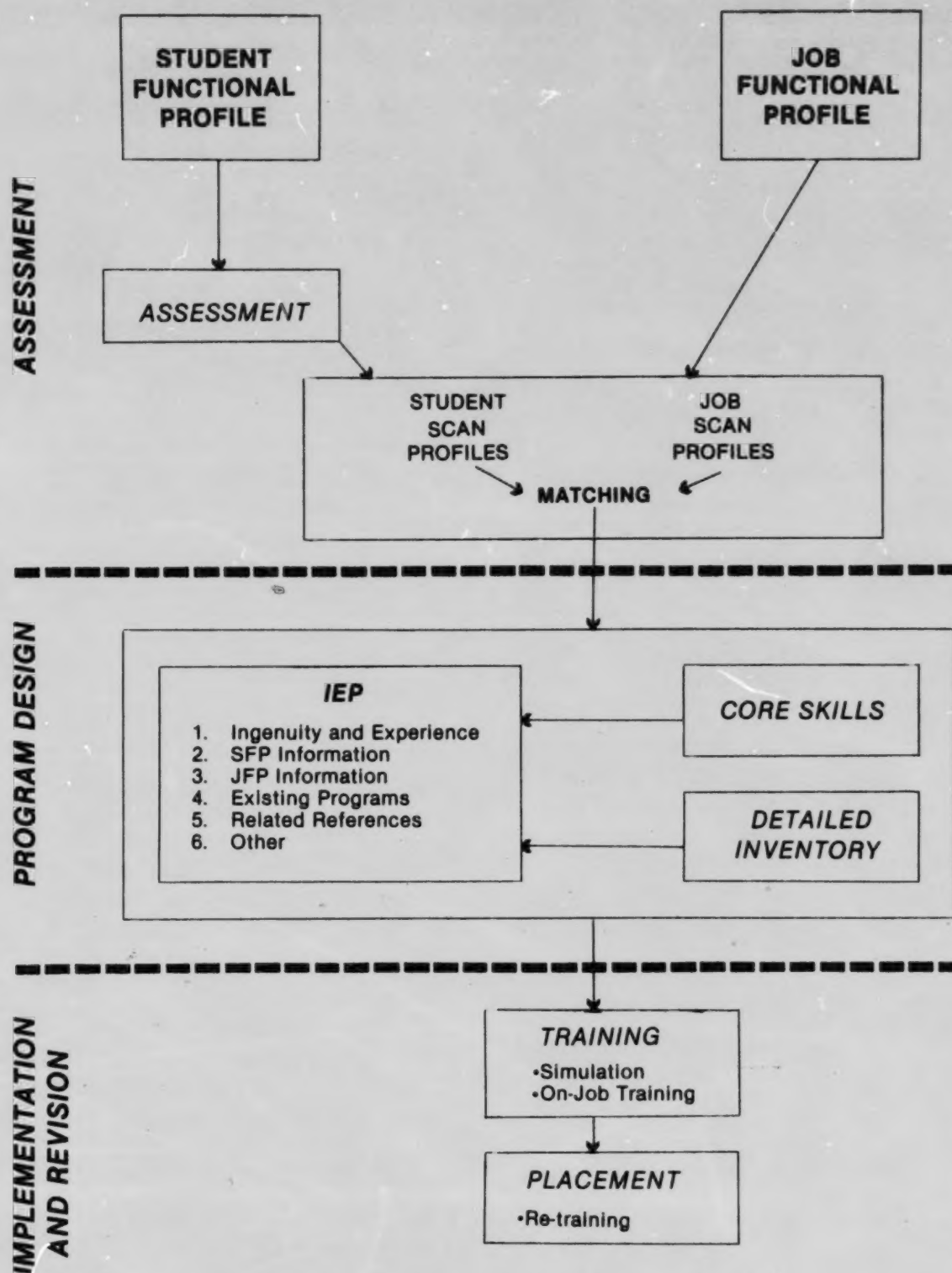
CURRICULUM PLANNING: (Individualized Education Program). Upon completion of the Key Objective Checklist the rater(s) is referred to the Student Profile pages of the color coded sections of the IEP.

Each student profile page contains a Title (corresponding to the developmental area being emphasized [ADL, Motor, Communication, Quantitative, or Independent Living]); a Key Objective (each developmental area lists these primary objectives, which, when mastered by the student, lead to mastery in the designated skill area); Sub-Objectives (with a variety of numbered skill listings which, when mastered, along with the additional skills listed by a teacher(s) should lead to mastery of that sub-objective); plus numbered spaces to add additional skills.

In addition to these components, each page lists five Sources of Additional Information from which the teacher can obtain additional relevant skills. These sources are: (1) Instructor's Ingenuity; (2) Job Inventory Information; (3) Existing Programs in Print; (4) Related References; and (5) Other.

FIGURE 2

MATCHING STUDENT AND JOB FUNCTIONAL PROFILES



It is recommended that every teacher evaluate each child upon completion of each section and then develop an individualized program based on the needs of that student, utilizing all available resources. Each student profile page, in each developmental skill area, has been designed to allow for as much flexibility and teacher input as possible.

CAREER DEVELOPMENT: To insure that the individual student curriculum is relevant and job related, the following four steps should be implemented:

- Step 1: Student Skills in the existing developmental areas should be summarized using the **STUDENT SCAN PROFILE. (Stage 1.)**
- Step 2: Information from the natural work environment needs to be summarized utilizing the **JOB SCAN PROFILE. (Stage 1).**
- Step 3: The job information should be matched with existing student skill information. A decision needs to be made about the relationship between the educational curriculum and the actual job by utilizing the **SFPIJFP COMPARISON FORM. (Stage 1).**
- Step 4: A curriculum and training program, based on specific jobs and the common Core of Skills should then be developed. This pertinent information is then transferred onto the Student Profile page under the appropriate heading and objective, thereby expanding the student's training program and insuring relevant, age-appropriate curriculum, and realistic employment possibilities.

STAGE 3 - IMPLEMENTATION AND REVISION (see Figure 2)

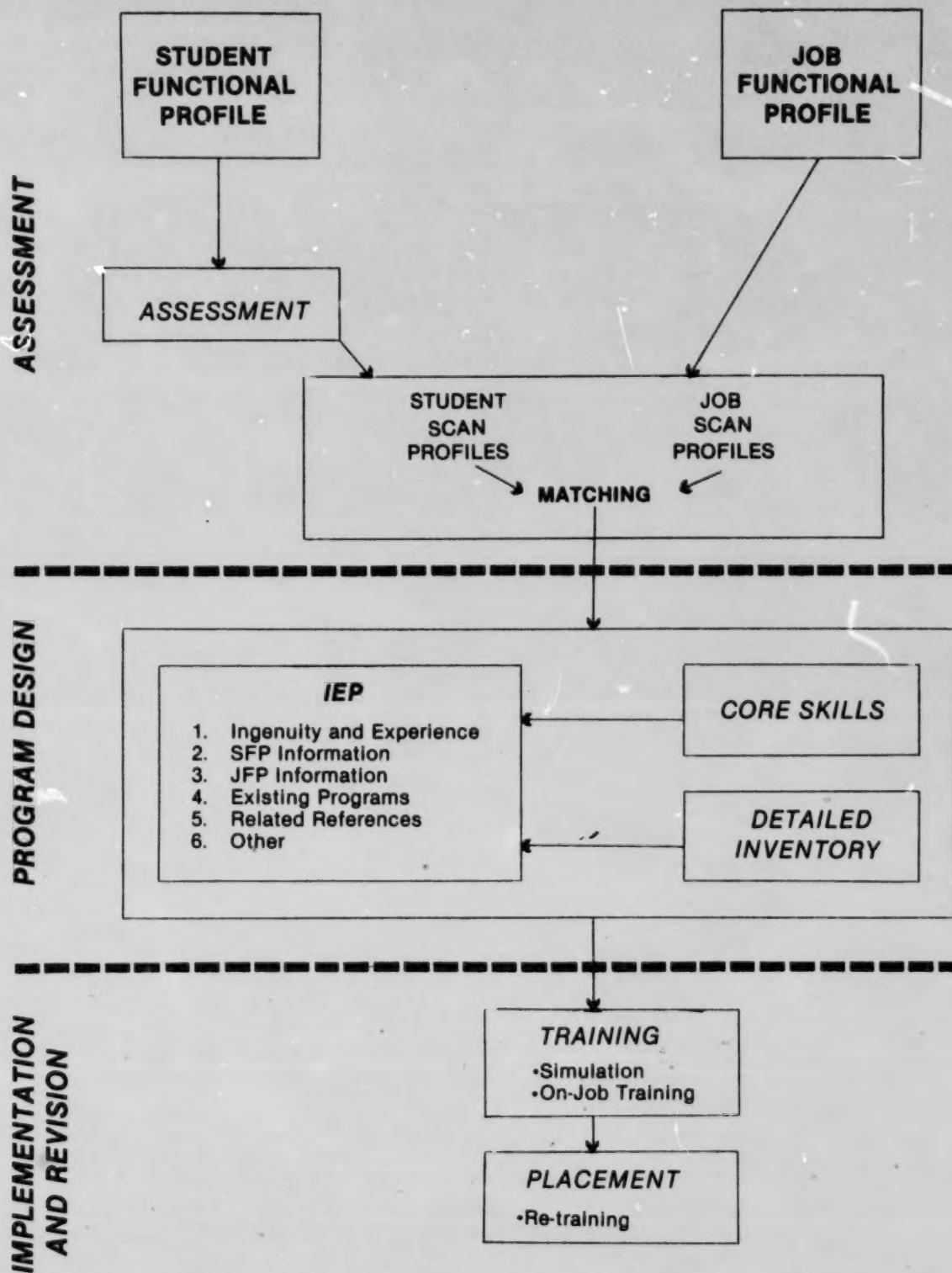
The **CORE** of a student's training program is developed through the detailed assessment process outlined in Stages 1 and 2.

The student's training program needs to be developed around the IEP and decisions should be made as to the various methods of training (simulation, on-job, etc.) and evaluation for use in preparing the student for employment. The evaluation component is built into this model through the objectives and skills listed on the student's profile pages, and ongoing assessment is crucial to the process.

The information needed to make the decisions on placement, training, and other considerations is discussed in the background section and in the introduction and "phase" sections of the JFP. Specific issues that relate to placement and training of students, such as: characteristics of job, prerequisites versus correlates, underemployment, age-appropriateness, simulation versus empirical verification, fade in/out, order filling, and follow-up are discussed in the phase sections.

FIGURE 2

MATCHING STUDENT AND JOB FUNCTIONAL PROFILES



It is recommended that every teacher evaluate each child upon completion of each section and then develop an individualized program based on the needs of that student, utilizing all available resources. Each student profile page, in each developmental skill area, has been designed to allow for as much flexibility and teacher input as possible.

CAREER DEVELOPMENT: To insure that the individual student curriculum is relevant and job related, the following four steps should be implemented:

- Step 1: Student Skills in the existing developmental areas should be summarized using the **STUDENT SCAN PROFILE. (Stage 1.)**
- Step 2: Information from the natural work environment needs to be summarized utilizing the **JOB SCAN PROFILE. (Stage 1.)**
- Step 3: The job information should be matched with existing student skill information. A decision needs to be made about the relationship between the educational curriculum and the actual job by utilizing the **SFPIJFP COMPARISON FORM. (Stage 1.)**
- Step 4: A curriculum and training program, based on specific jobs and the common Core of Skills should then be developed. This pertinent information is then transferred onto the Student Profile page under the appropriate heading and objective, thereby expanding the student's training program and insuring relevant, age-appropriate curriculum, and realistic employment possibilities.

STAGE 3 - IMPLEMENTATION AND REVISION (see Figure 2)

The **CORE** of a student's training program is developed through the detailed assessment process outlined in Stages 1 and 2.

The student's training program needs to be developed around the IEP and decisions should be made as to the various methods of training (simulation, on-job, etc.) and evaluation for use in preparing the student for employment. The evaluation component is built into this model through the objectives and skills listed on the student's profile pages, and ongoing assessment is crucial to the process.

The information needed to make the decisions on placement, training, and other considerations is discussed in the background section and in the introduction and "phase" sections of the JFP. Specific issues that relate to placement and training of students, such as: characteristics of job, prerequisites versus correlates, underemployment, age-appropriateness, simulation versus empirical verification, fade in/out, order filling, and follow-up are discussed in the phase sections.

2

KEY OBJECTIVE CHECKLIST

CORE ASSESSMENT

While the student's individualized profile sheets offer a detailed, itemized skill listing of objectives in five developmental areas, there are students who have already achieved certain levels of skill proficiency for who parts of this in-depth assessment instrument may not be necessary. Therefore, a color coded "key objectives" checklist has been provided to use in screening individual students. One objective has been selected from each of the 15 subdivisions of the topical outline. (In some cases the objective is a composite of two or more specific objectives). It should be noted that the objectives chosen are not always the most challenging ones, but are representative of the frequency of the use of skills. Each of the five color coded developmental areas has a corresponding color coded Key Objective Checklist.

With this checklist, a decision can be made about whether to use the entire student profile sheet, some specified portion, or to move on to another skill. The rater should be someone who is working directly with the student in the specified skill area.

DIRECTIONS:

Mark the name of the student being evaluated at the top right hand corner of the page. The date of your assessment goes on the first line after the word date. Then rate each objective as it applies to the student's proficiency in that skill area. Place a ✓ in the box after the objective if the skill HAS BEEN ATTAINED (attainment of a skill suggests consistent performance, without reminders, and a judgement that further instruction is not needed). Use a P if only some detailed skills have been attained (this denotes Progress or PARTIAL ATTAINMENT). Use a NP on the line to indicate that NO PROGRESS has been made, or an NA if the objective is NOT APPLICABLE at the present time. Each rating should then be followed with the proper rater symbol: T = Teacher, A = Aide, P = Parent, C = Rehab. Counselor, O = Other.

Each Key Objective Checklist is colored to coincide with its developmental skill area located in the student's IEP. This color coding system holds for all sections and provides the instructor with an easy system for cross reference.

The Key Objective Checklist has been structured to follow the format developed in the student profile skill pages of each developmental area of the IEP. On each student page there is listed a key objective. This key objective is broken down into components with a single objective listed on each page. Skills related to accomplishing the objective are listed on each page. Skills related to accomplishing the objective are listed to serve as a starting point for developing a thorough IEP. When these skills are satisfactorily acquired the key objective will be mastered.

The following (Figure 3) is a sample Key Objective Checklist page from the SFP book. Note that there is a roman numeral, capital letter, and a page number after each objective. This information refers the rater to an individual profile sheet of the student's IEP. Initially, this will assist the instructor in gaining more information about the particular objective and the detailed skill listings found within that objective. More importantly, however, the Key Objective Checklist can be used to guide the instructor to the more detailed diagnosis and training program which has been initiated on each profile page. This skill listing should be expanded and individualized using all available resources to address individual student needs.

This process should be followed for all five Key Objective Checklist forms. It will provide the rater(s) with an overview of the skills needed to develop the student's curriculum program. It will also initiate the development of the student's IEP in relevant, age-appropriate skill areas.

FIGURE 3

SFP KEY OBJECTIVES CHECKLIST

MOTOR SKILLS

Student's Name: J. Smith

I. Key Objective: COORDINATED MOVEMENT

Date: _ _ _ _

Objectives:

- | | |
|---|---|
| A. Can move about in coordinated fashion (I.A.p.) | ☐ ☐ ☐ ☐ |
| B. Can stoop, push, pull in coordinated fashion (I.B.p.) | ☐ ☐ ☐ ☐ |
| C. Handles everyday objects in precise, coordinated manner (I.C.p.) | ☐ ☐ ☐ ☐ |
| D. Performs combined locomotor, non-locomotor and manipulative movements in coordinated fashion (I.D.p.) | ☐ ☐ ☐ ☐ |

II. Key Objective: PERCEPTUAL-MOTOR BEHAVIORS

Objectives:

- | | |
|--|---|
| A. Is balanced and controlled in movements (II.A.p.) | ☐ ☐ ☐ ☐ |
| B. Can sort objects on basis of shape, size, color (II.B.p.) | ☐ ☐ ☐ ☐ |
| C. Can recognize source and direction from which sound emanates (II.C.p.) | ☐ ☐ ☐ ☐ |
| D. Can identify object by touch alone (II.D.p.) | ☐ ☐ ☐ ☐ |
| E. Can trace pattern and color within boundaries (II.E.p.) | ☐ ☐ ☐ ☐ |

III. Key Objective: PHYSICAL ABILITIES

Objectives:

- | | |
|--|---|
| A. Has endurance to engage strenuous activity for length of time (III.A.p.) | ☐ ☐ ☐ ☐ |
| B. Has arm, leg and back strength (III.B.p.) | ☐ ☐ ☐ ☐ |
| C. Is Agile (III.C.p.) | ☐ ☐ ☐ ☐ |
| D. Movements are smoothly timed (III.D.p.) | ☐ ☐ ☐ ☐ |

IV. Key Objective: MOVEMENT COORDINATION

Objectives:

- | | |
|---|---|
| A. Has appropriate posture and carriage (IV.A.p.) | ☐ ☐ ☐ ☐ |
| B. Gestures in coordinated and natural way (IV.B.p.) | ☐ ☐ ☐ ☐ |
| C. Has pleasant, natural facial expression (IV.C.p.) | ☐ ☐ ☐ ☐ |

RATING KEY

✓ = Skill Fully Attained
P = Progress or Partial Attainment
NP or NA = No Progress or Not Applicable

RATER CODE

T = Teacher
A = Aide
P = Parent
C = Rehab. couns.
O = Other

SFP KEY OBJECTIVES CHECKLIST

ACTIVITIES OF DAILY LIVING

Student's Name: _____

I. Key Objective: PERSONAL HYGIENE

Date: _____

Objectives:

- A. Performs toileting routine independently (I.A.p. 45)
- B. Independently bathes whenever necessary (I.B.p. 46)
- C. Washes hair independently whenever necessary (I.C.p. 47)
- D. Brushes teeth independently (I.D.p. 48)
- E. Gets, uses and disposes of tissue independently (I.E.p. 49)
- F. Cares for nails independently (I.F.p. 50)
- G. Cares for menstrual needs independently (I.G.p. 51)
- H. Shaves independently as necessary (I.H.p. 52)

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☐	☐	☐	☐
☐	☐	☐	☐
☐	☐	☐	☐

II. Key Objective: EATING AND HANDLING FOOD

Objectives:

- A. Chews food with mouth closed (II.A.p. 53)
- B. Using eating implements correctly (II.B.p. 54)
- C. Eats politely (II.C.p. 55)

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☐	☐	☐	☐
☐	☐	☐	☐

III. Key Objective: DRESSING

Objectives:

- A. Dresses independently (III.A.p. 56)
- B. Selects appropriate clothing that enhances appearance (III.B.p. 57)
- C. Undresses independently (III.C.p. 58)

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☐	☐	☐	☐
☐	☐	☐	☐

IV. Key Objective: HEALTH CARE

Objectives:

- A. Has regular medical and dental care (IV.A.p. 59)
- B. Eats a balanced diet (IV.B.p. 60)
- C. Takes appropriate initiative when first aid is required (IV.C.p. 61)
- D. Observes simple safety rules (IV.D.p. 62)

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☐	☐	☐	☐
☐	☐	☐	☐

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RATER CODE

T = Teacher
A = Aide
P = Parent
C = Rehab. couns.
O = Other

SFP KEY OBJECTIVES CHECKLIST

MOTOR SKILLS

Student's Name: _____

I. Key Objective: COORDINATED MOVEMENT

Date: _____

Objectives:

- A. Can move about in coordinated fashion (I.A.p. 85)
- B. Can stoop, push, pull in coordinated fashion (I.B.p. 86)
- C. Handles everyday objects in precise, coordinated manner (I.C.p. 87)
- D. Performs combined locomotor, non-locomotor and manipulative movements in coordinated fashion (I.D.p. 88)

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☐	☐	☐	☐
☐	☐	☐	☐
☐	☐	☐	☐

II. Key Objective: PERCEPTUAL-MOTOR BEHAVIORS

Objectives:

- A. Is balanced and controlled in movements (II.A.p. 89)
- B. Can sort objects on basis of shape, size, color (II.B.p. 90)
- C. Can recognize source and direction from which sound emanates (II.C.p. 91)
- D. Can identify object by touch alone (II.D.p. 92)
- E. Can trace pattern and color within boundaries (II.E.p. 93)

☐	☐	☐	☐
☐	☐	☐	☐
☐	☐	☐	☐
☐	☐	☐	☐
☐	☐	☐	☐

III. Key Objective: PHYSICAL ABILITIES

Objectives:

- A. Has endurance to engage strenuous activity for length of time (III.A.p. 94)
- B. Has arm, leg and back strength (III.B.p. 95)
- C. Is Agile (III.C.p. 96)
- D. Movements are smoothly timed (III.D.p. 97)

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☐	☐	☐	☐
☐	☐	☐	☐

IV. Key Objective: MOVEMENT COORDINATION

Objectives:

- A. Has appropriate posture and carriage (IV.A.p. 98)
- B. Gestures in coordinated and natural way (IV.B.p. 99)
- C. Has pleasant, natural facial expression (IV.C.p. 100)

☐	☐	☐	☐
☐	☐	☐	☐
☐	☐	☐	☐

RATING KEY

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RATER CODE

- T = Teacher
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- P = Parent

- C = Rehab. couns.
- O = Other

SFP KEY OBJECTIVES CHECKLIST

COMMUNICATION SKILLS

Student's Name: _____

I. Key Objective: SIMPLE NON-VERBAL RESPONSES TO SPOKEN LANGUAGE

Objectives:

A. Pays attention to speaker (I.A.p. 117)

B. Follows simple verbal instructions (I.B.p. 118)

Date: _ _ _ _

☐ ☐ ☐ ☐

☐ ☐ ☐ ☐

II. Key Objective: ARTICULATION

Objectives:

A. Repeats correctly any one-syllable work (II.A.p. 119)

B. Repeats correctly any multisyllabic work (II.B.p. 120)

C. Speaks at appropriate rate with appropriate volume (II.C.p. 121)

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☐ ☐ ☐ ☐

III. Key Objective: SIMPLE SPOKEN RESPONSES

Objectives:

A. Supplies name, address and phone number on request (III.A.p. 122)

B. Responds to greetings and simple questions (III.B.p. 123)

☐ ☐ ☐ ☐

☐ ☐ ☐ ☐

IV. Key Objective: MORE COMPLEX VERBAL EXPRESSION

Objectives:

A. Uses complete sentences to express an idea (IV.A.p. 124)

B. Asks questions (IV.B.p. 125)

C. Uses please, thank you, excuse me without prompting (IV.C.p. 126)

D. Describes an experience (IV.D.p. 127)

E. Participates in a conversation (IV.E.p. 128)

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☐ ☐ ☐ ☐

☐ ☐ ☐ ☐

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V. Key Objective: LISTENING

Objectives:

A. Can listen to several related sentences and either follow directions or answer questions about them (V.A.p. 129)

☐ ☐ ☐ ☐

VI. Key Objective: WRITING

Objectives:

A. Can make a line and circle (VI.A.p. 130)

B. Forms all letters correctly (VI.B.p. 131)

C. Provides name, address and phone number in writing (VI.C.p. 132)

☐ ☐ ☐ ☐

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RATER CODE

T = Teacher

A = Aide

P = Parent

C = Rehab. couns.

O = Other

SFP KEY OBJECTIVES CHECKLIST

APPLIED QUANTITATIVE SKILLS

Student's Name: _____

I. Key Objective: NUMBER SKILLS

Date: _____

Objectives:

- | | | | | |
|--|--------------------------|--------------------------|--------------------------|--------------------------|
| A. Knows and uses properly exact, inexact and relative number words (I.A.p. 167) | ☐ | ☐ | ☐ | ☐ |
| B. Can count, read, write numbers to 100 (I.B.p. 168) | ☐ | ☐ | ☐ | ☐ |
| C. Can add and subtract numbers to 1000 or \$10.00 (I.C.p. 169) | ☐ | ☐ | ☐ | ☐ |
| D. Can solve practical, simple word problems given orally, using computational skills in addition or subtraction (I.D.p. 170) | ☐ | ☐ | ☐ | ☐ |

II. Key Objective: TIME AND DATES

Objectives:

- | | | | | |
|--|--------------------------|--------------------------|--------------------------|--------------------------|
| A. Can read and orally state time to the minute (II.A.p. 171) | ☐ | ☐ | ☐ | ☐ |
| B. Can use calendar to determine the date, and give it both orally and in writing (II.B.p. 172) | ☐ | ☐ | ☐ | ☐ |

III. Key Objective: MONEY

Objectives:

- | | | | | |
|---|--------------------------|--------------------------|--------------------------|--------------------------|
| A. Can determine the total amount of a set of coins and dollar bills which amount to \$10.00 or less (III.A.p. 173) | ☐ | ☐ | ☐ | ☐ |
| B. Can either make change or determine whether the correct amount of change has been given for a purchase up to \$10.00 when a larger sum is given in payment (III.B.p. 174) | ☐ | ☐ | ☐ | ☐ |
| C. Can read and write money value up to \$100.00 (III.C.p. 175) | ☐ | ☐ | ☐ | ☐ |
| D. Can do simple comparison shopping (III.D.p. 176) | ☐ | ☐ | ☐ | ☐ |

IV. Key Objective: WEIGHT AND LENGTH

Objectives:

- | | | | | |
|--|--------------------------|--------------------------|--------------------------|--------------------------|
| A. Can read personal bath scales and produce scale (IV.A.p. 177) | ☐ | ☐ | ☐ | ☐ |
| B. Can determine the length or height of an object by using an appropriate measuring device (IV.B.p. 178) | ☐ | ☐ | ☐ | ☐ |

V. Key Objective: OTHER NUMBER APPLICATIONS

Objective:

- | | | | | |
|---|--------------------------|--------------------------|--------------------------|--------------------------|
| A. Can read and perform measuring for a simple recipe (V.A.p. 179) | ☐ | ☐ | ☐ | ☐ |
| B. Can read a thermometer (V.B.p. 180) | ☐ | ☐ | ☐ | ☐ |
| C. Can read common dials, meters and gauges (V.C.p. 181) | ☐ | ☐ | ☐ | ☐ |

RATING KEY

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P = Progress or Partial Attainment
NP or NA = No Progress or Not Applicable

RATER CODE

- T = Teacher
A = Aide
P = Parent
C = Rehab. couns.
O = Other

SFP KEY OBJECTIVES CHECKLIST

INDEPENDENT LIVING SKILLS

Student's Name: _____

I. Key Objective: USING A TELEPHONE

Date: _____

Objectives:

- A. Knows own phone number (I.A.p. 185)
- B. Can answer the phone and respond appropriately (I.B.p. 186)
- C. Can place a phone call to give a message (I.C.p. 187)
- D. Can place an emergency call (I.D.p. 188)
- E. Can use a pay phone (I.E.p. 189)

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II. Key Objective: SHOPPING

Objectives:

- A. Can make or use a shopping list (II.A.p. 190)
- B. Can find particular items in a grocery, drug or department store (II.B.p. 191)
- C. Knows how to complete a purchase in one of above stores (II.C.p. 192)
- D. Knows how to use coupons and/or food stamps (II.D.p. 193)

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III. Key Objective: COMMUNITY MOBILITY

Objectives:

- A. Walks to destination observing safety procedures (III.A.p. 194)
- B. Bicycles to destination observing safety procedures (III.B.p. 195)
- C. Can use bus or subway to get to or from a frequently visited location (III.C.p. 196)
- D. Knows how to get a cab (III.D.p. 197)
- E. Organizes time for prompt arrival at destination (III.E.p. 198)

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IV. Key Objective: EATING IN A RESTAURANT/CAFETERIA

Objectives:

- A. Behaves appropriately upon entering an eating establishment (IV.A.p. 199)
- B. Selects food from among the choices (IV.B.p. 200)
- C. Eats in a mannerly fashion (IV.C.p. 201)
- D. Pays for food (IV.D.p. 202)

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V. Key Objective: CLOTHING CARE

Objectives:

- A. Repairs hems, seams and sews in buttons (V.A.p. 203)
- B. Irons clothing (V.B.p. 204)
- C. Polishes shoes (V.C.p. 205)
- D. Hand launders items of clothing (V.D.p. 206)
- E. Operates a washer and dryer (V.E.p. 207)

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VI. Key Objective: APPLYING FOR A JOB

Objectives:

- A. Arrives promptly for interview, dressed appropriately (VI.A.p. 208)
- B. Goes to employment office and states purpose (VI.B.p. 209)
- C. Fills out application blank (VI.C.p. 210)
- D. Interacts appropriately with interviewer (VI.D.p. 211)

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RATING KEY

- ✓ = Skill Fully Attained
- P = Progress or Partial Attainment
- NP or NA = No Progress or Not Applicable

RATER CODE

- T = Teacher
- A = Aide
- P = Parent
- C = Rehab. couns.
- O = Other

3

STUDENT SCAN PROFILE

THE LINK TO JOB RELEVANT CURRICULUM

To insure that the curriculum which will be used to instruct the student in additional skills (needs assessed through use of Key Objectives Checklist) is *relevant* and *job related*, the following four steps should be implemented: (1) student skills should be summarized in the existing developmental area; (2) information from the natural work environment needs to be tabulated; (3) the tabulated job information should be compared with existing student skill information, and a decision made as to which jobs show a close relationship between the educational curriculum and the actual job; (4) a curriculum and training program, based on the target job, along with a common CORE OF SKILLS and job information, should be developed, and each developmental area in the student's IEP expanded.

The following is a process for implementing the above steps:

STEP 1: *Student skills should be summarized in the existing developmental areas.* The **STUDENT SCAN PROFILE** was developed to provide this overview of skills in a particular student's repertoire in four of the five developmental areas of the IEP. The ADL section of this Scan Profile has not been included since most of the skills found in this section pertain to pre-vocational training. ADL skills are assumed by the employer as having already been acquired and are considered prerequisites to vocational training.

In the following sample page (Figure 4) of a **STUDENT SCAN PROFILE**, space is provided at the top for the student's name and date of assessment. Note that the four developmental areas (Motor, Communication, Quantitative, and Independent Living) are sectioned off and captioned. Also, the same list of Key Objectives, which appear in the Topic Outline, in the Key Objectives Checklist, and on all the Student Skill Profiles are listed vertically along the inside border (Figure 3). These key objectives separate each developmental area into smaller sections (marked with dotted lines). Listed within these sections are the objectives that directly relate to each key objective. These objectives are also found in the Topic outline and on each page of the Student Skill Profile sheets in each developmental area.

When completely rated, the Student Scan Profile provides the teacher, aide, parent, administrator, etc. with an overview or summary of skills in a particular student's repertoire in four of the five developmental areas of the student's IEP.

STEP 2: *Information from the natural work environment needs to be tabulated.* A **JOB SCAN PROFILE** has been developed to summarize skills necessary for a particular job. This profile has the same format (developmental headings, key objectives and objectives) as the Student Scan Profile. The objectives are the same to allow for closer comparison with a student's skills and to allow easier access to listing the required job skills in the student profile pages of each developmental area. The process used in transferring this job information onto the Job Scan Profile is explained in the Job Listings and Clusters section of the JFP.

FIGURE 4

SFP STUDENT SCAN PROFILE

Student's Name: _____ Date evaluated: _____			
MOTOR SKILLS Objectives _____ Basic Locomotor movements I.A. _____ Non-Locomotor Movements I.B. _____ Manipulative Movements I.C. _____ Combined Locomotor, Non-Locomotor and Manipulative Movements I.D.		(Key Objective)	Applying for a Job _____ Planning ahead VI.A. _____ Filling out application blank VI.C. _____ Procedure upon arrival VI.B. _____ Responding to interviewer VI.D.
_____ Body Control and Awareness II.A. _____ Visual Skills (discrimination, tracking, figure-ground differentiation) II.B. _____ Auditory Skills (sound differentiation, auditory tracking, auditory memory) II.C. _____ Tactile Skills II.D. _____ Coordinated Perceptual-Motor Skills II.E.		Coordinated Movements	Clothing Care _____ Machine laundry V.E. _____ Hand Laundry V.D. _____ Shoe Care V.C. _____ Clothes pressing V.B. _____ Clothing repairs V.A.
_____ Endurance for Strenuous Activity III.A. _____ Arm, Leg and Back Strength III.B. _____ Agility III.C. _____ Timing III.D.		Perceptual-Motor Behaviors	Eating in Restaurant/Cafeteria _____ Paying for the meal IV.D. _____ Eating food IV.C. _____ Selecting food IV.B. _____ Arrival procedures IV.A.
_____ Posture and Carriage IV.A. _____ Gestures IV.B. _____ Facial Expressions Expressions IV.C.		Physical Abilities	Community Mobility _____ Walking III.A. _____ Bicycling III.B. _____ Using public transportation III.C. _____ Using a taxi III.D. _____ Organizes time III.E.
COMMUNICATION SKILLS Objectives _____ Attending Skills I.A. _____ Following Directions I.B.		Movement Communication	Shopping _____ Plans shopping trip II.A. _____ Selects items II.B. _____ Makes a purchase II.C. _____ More complex shopping skills II.D.
_____ Sounds embodied in one-syllable words II.A. _____ Pronunciation of multisyllabic words II.B. _____ Articulate Speech II.C.		Non-Verbal Response to Spoken Language	Using a Telephone _____ Knows own phone number I.A. _____ Answers the phone I.B. _____ Places a phone call I.C. _____ More complex phone procedures I.D.
_____ Supplies information upon request III.A. _____ Responds to social conversation appropriately III.B.		Simple Spoken Response	INDEPENDENT LIVING SKILLS Objectives _____ Household measurements V.A. _____ Temperature V.B. _____ Common dials, gauges and meters V.C.
_____ Expresses thoughts in words, phrases and sentences IV.A. _____ Asks questions IV.B. _____ Is polite IV.C. _____ Can describe an experience IV.D. _____ Interacts conversationally IV.E.		More Complex Verbal Expression	Other Number Applications _____ Weight IV.A. _____ Length IV.B.
_____ Shows comprehension of more complex spoken language V.A.		Listening	Weight/Length _____ Other applications (shopping) III.D. _____ Reading and writing money values III.C. _____ Making change III.B. _____ Money Values III.A.
_____ Can manipulate a writing utensil VI.A. _____ Has manuscript writing skills VI.B. _____ Can provide simple information in writing VI.C.		Writing	Money _____ Time II.A. _____ Dates II.B.
			Time _____ Quantitative vocabulary I.A. _____ Counting, reading, writing numbers I.B. _____ Computation I.C. _____ Word problems I.D.

RATING KEY

✓ = Skill Fully Attained
 P = Progress or Partial Attainment
 NP or NA = No Progress or Not Applicable

RATER CODE

T = Teacher
 A = Aide
 P = Parent

(Key Objective)

C = Rehab. couns.
 O = Other

4

MATCHING SFP/JFP

THE LINK TO JOB RELEVANT CURRICULUM

STEP 3: *The tabulated job information should be compared with existing student skill information, and a decision made as to which jobs show a close relationship between the educational curriculum and the actual job.* As noted in the prior two steps, the purpose of using the scan profiles is to develop an overview of skills in a particular student's repertoire and to summarize the skills necessary for a particular job.

The purpose of comparing these two statement summaries is for the rater to see what skills the student already has in relation to needed skills for a particular job and then to decide if training and placement is appropriate. For example, if the student possesses 60% of the skills necessary for one job and 20% of the skills necessary for a comparable job, training efforts would be concentrated on simulation and on-job training for the job where s/he already has 60% of the skills.

PROCESS FOR MATCHING: The Student and Job Scan Profiles can be compared for possible matches. Prior to any decision on job training, a wide range of jobs should be extracted from the JFP book and matched with the student's scan profile. Some examples of *close relationships* between educational curriculum (Student Scan Profile) and actual jobs (Job Scan Profiles) in the community can be found in Appendix A. Also, in Appendix A are examples which are *less close* or show *no relationship* between the Student and Job Scan Profiles.

The discrepancy between the match of student skills and job requirements needs to be reconciled by training. Therefore, as the margins of the two forms are compared, all that need be recorded is the level of student skill and the required level of development that is called for by the specific job.

A summary form, the **SFP/JFP COMPARISON FORM**, has been developed to serve this purpose. This summary form (figure 5) may be used in two ways: to periodically record the progress of the student in meeting the requirements of a particular job; or to initially assess the match between a student's skills and several alternative jobs for which s/he might prepare. In either case the information is in a form suitable for use by parents, students and potential employers.

To mark the comparison form, it is recommended that one record the present and required level of development, e.g. P/✓. This method reflects the magnitude of the gap in skills and may be useful in showing student progress over a period of time. Additional notational (of your choice) can also be utilized.

When matching jobs and skills, it is important to obtain additional information about these jobs from the lists of common core skills and job skill inventories located in the JFP book. Any training decision should be made in conjunction with all people involved - student, teacher, aide, parent, resource people, administrators, etc.

STEP 4: A curriculum and training program (see Figure 6), *based on the chosen profession(s), along with a common Core of Skills and Job Information, should be developed and each developmental area in the student's IEP expanded, thereby insuring relevant, age-appropriate curriculum, and realistic employment possibilities.* The objectives in each Job Scan Profile can be matched with those found in the pages of the Student Skill Profile sheets in the student's IEP. Transfer of job information onto these profile sheets from the Job Scan Profile pages requires the instructor to locate the proper titles, key objectives and objectives within a particular developmental area and then to list the required job skills under that objective and as additions to the existing detailed skill list. It is important that this detailed list on each profile page contain information added by the instructor or other resource people, from his/her own background of information, plus additional skills from existing programs in print, related references, and any other sources deemed relevant.

QUANTITATIVE SKILLS

- _____ Quantitative vocabulary
- _____ Counting, reading, writing numbers
- _____ Computation
- _____ Word problems

- ## Time Dates

- Money Values
- Making change
- Reading and writing money values
- Other applications (shopping)

- Weight**
Length

- Household measurements
Temperature
Common dials, gauges and meters

INDEPENDENT LIVING SKILLS

- Knows own phone number
- Answers the phone
- Places a phone call
- More complex phone procedures

- Plans shopping trip
- Selects items
- Makes a purchase
- More complex shopping skills

- _____ Walking
- _____ Bicycling
- _____ Using public transportation
- _____ Using a taxi
- _____ Organizes time

- Arrival procedures
Selecting food
Eating food
Paying for the meal

- ☐ Clothing repairs
- ☐ Clothes pressing
- ☐ Shoe Care
- ☐ Hand laundry
- ☐ Machine laundry

- _____ Planning ahead
- _____ Procedure upon arrival
- _____ Filling out application blank
- _____ Responding to interviewer

[illegible]

FIGURE 6

JOBS WITH CLOSE RELATIONSHIP

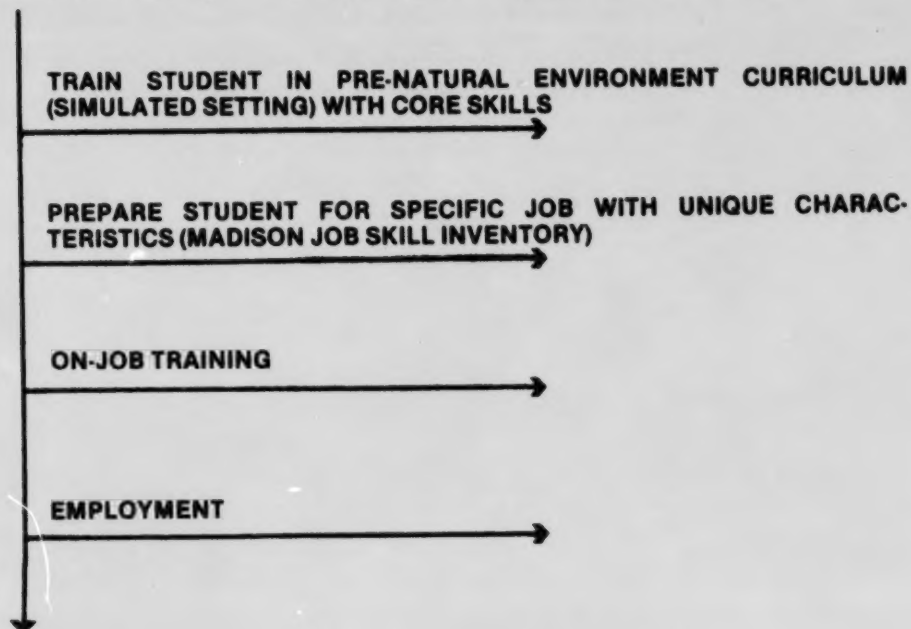
**STUDENT SCAN PROFILE
JOB SCAN PROFILE MATCH**

- 1.
- 2.
- 3.
- 4.
- 5.
- 6.

Comments:

TRAINING PROGRAM FOR STUDENT

(Transfer appropriate information onto Student Skill Profile Sheets of IEP)



5

ACTIVITIES OF DAILY LIVING

INDIVIDUALIZED EDUCATION PROGRAM

This curriculum is designed to serve as a guide and not a recipe for generating and developing relevant, age-appropriate curriculum for secondary level handicapped students in five developmental skills areas. It is important for every teacher to develop an individualized program appropriate to the needs of each individual student.

Throughout the following pages, the objectives stated in the Key Objectives Checklist have been broken into smaller skill components. These components are to be used as starting points and as a guide in developing the student's IEP. These skills, as presented, are not sufficient for thorough teaching and training. All the possible breakdowns cannot be included since there are an infinite number of them. Therefore, the teacher is encouraged to (a) adapt the skill listings and the evaluation procedures to the needs of the individual; (b) refer to the listed references; and (c) transfer job related information obtained from the natural environment (JFP) onto the appropriate profile sheet of instructional skills.

It is important that the teacher utilize several sources in developing a training program. The teacher can obtain information needed to develop a student's profile page by (1) *creating* his/her own list of skills, (2) *reviewing the literature* and adding additional skills, and (3) *inventorying the natural environment* where skills are performed. Each student profile page, in every developmental skill area, has been structured to allow for this.

COMPOSITION OF THE STUDENT PROFILE PAGE

Each student profile page contains a **TITLE**, corresponding to the developmental area being addressed (ADL, Motor, Communication, Quantitative, or Independent Living); a **KEY OBJECTIVE** (each developmental area lists these main objectives, which, when successfully attained by the student, will lead to mastery in the designated skill area); **SUB-OBJECTIVES** with a variety of numbered *skill listings*, which, when successfully attained, along with the additional skills listed by a teacher(s), will lead to mastery of that sub-objective; plus numbered spaces to add these additional skills.

In addition to these components, each page lists five **SOURCES OF ADDITIONAL INFORMATION** from which the teacher(s) might obtain relevant skills. These sources are:

(1) **INSTRUCTOR'S INGENUITY** - Teachers working with this population of students will have, in most cases, a multitude of skills which they have successfully used in training their students in a particular developmental area. It is recommended that the teacher(s) use his/her own creativity to articulate and design programs for training students to acquire the appropriate skills. There may also be some skills stated on the list that are not appropriate or will require modification. These changes should also be made.

(2) **JOB INVENTORY INFORMATION** - In order to make the training of each student as relevant and age-appropriate as possible, information on job possibilities needs to be gathered from the natural environment using the job skill inventory and corresponding common core skill listings. This information is then matched with the student's skills and added to the skill listings under the appropriate objective headings. (This matching process has been explained in the Student Scan Profile section of this book and in the Core Skill Listings section.)

(3) **EXISTING PROGRAMS IN PRINT** - In some cases it may also be necessary to gather additional information on a stated objective in order to develop a comprehensive training program. It is recommended that teacher(s) seek out reference programs and people located around the country engaged in training in the area of a particular objective. References should be listed under Existing Programs in Print.

(4) **RELATED REFERENCES** - The intent of this source is to gather more information. These references deal with a broader range of topics and are located at the end of each developmental section and in Appendix B. They are annotated to give the reader an idea of what the program is trying to accomplish.

(5) **OTHER/COMMENTS:** Space is provided for the teacher(s) to add additional resources not included on the profile page. This space can also be used for comments, narrative descriptions, notes of progress, etc.

Since there are a number of available resources, additional space may be needed. In Appendix C additional pages are provided for this purpose. It is suggested that these pages, when used, be placed behind the original working profile page and numbered appropriately.

EVALUATION

Space is provided for rating and evaluating the student on his/her progress as it coincides with the objectives. The rating and planning forms are designed to be consistent. There is one key used throughout the SFP. Consequently, the Student Profile page should be scored in the same way as the Key Objectives Checklist and Student Scan Profile, using the identical scoring and rating key. These two keys are listed at the bottom of each Student Skill Profile sheet.

It should be noted that some skills under each objective may be rated with a ✓ signifying student attainment of that skill, while other skills under the same objective might be rated with a P, denoting Progress of Partial Attainment of that skill, or with a NP or NA if No Progress has been made or the skill is Not Applicable at that time. The teacher(s) should then structure his/her training program around those skills that still need improvement. If a student's objective has been marked in the Key Objectives Checklist as having been successfully attained, then that notation is made on the corresponding Student Skill Profile page and the instructor would move to another objective or developmental area.

The CORE of a student's Individualized Education Program (IEP) is developed through this detailed assessment which leads to a plan of individual instruction utilizing a relevant, age-appropriate curriculum designed to meet the needs of an individual student.

ACTIVITIES OF DAILY LIVING

Student's Name: _____

I. Key Objective: PERSONAL HYGIENE

A. Objective: TOILET SELF-CARE

Date: _ _ _ _

Detailed Skill Listing:

1. Makes need known
 2. Lowers pants without help
 3. Sits on seat without help
 4. Uses tissue appropriately
 5. Flushes toilet after use
 6. Puts clothes back correctly
 7. Washes hands with soap and water
 8. Uses towel and disposes of properly
 9. Leaves sink clean
 10. Performs toileting routine independently
- Additional skills to be determined by Instructor
(use sources of ADDITIONAL INFORMATION for assistance)

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13.

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Sources of Additional Information:

1. Instructor's Ingenuity
2. Job Inventory Information (Job Functional Profile)
3. Existing Programs in Print
4. Related References (refer to back of ADL section)
5. Other/Comments

RATING KEY

- ✓ = Skill Fully Attained
P = Progress or Partial Attainment
NP or NA = No Progress or Not Applicable

RATER CODE

- T = Teacher
A = Aide
P = Parent

- C = Rehab. couns.
O = Other

ACTIVITIES OF DAILY LIVING

Student's Name _____

I. Key Objective: PERSONAL HYGIENE

B. Objectives: BATHING/SHOWERING

Date: _ _ _ _

Detailed Skill Listing:

1. Prepares bath towel, washcloth, shampoo, if needed
2. Regulates temperature of bath or shower water
3. Removes all clothes
4. Puts clothing away or in laundry as needed
5. Washes entire body
6. Dries entire body after bathing
7. Cleans tub or shower stall after bathing
8. Uses deodorant and puts it away
9. Hangs up towels, washcloth
10. Puts on clean clothes
11. Independently bathes whenever necessary

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Additional skills to be determined by Instructor

(use sources of ADDITIONAL INFORMATION for assistance)

12.

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13.

14.

Sources of Additional Information:

1. Instructor's Ingenuity
2. Job Inventory Information (Job Functional Profile)
3. Existing Programs in Print
4. Related References (refer to back of ADL section)
5. Other/Comments

RATING KEY

- ✓ = Skill Fully Attained
 P = Progress or Partial Attainment
 NP or NA = No Progress or Not Applicable

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RATER CODE

- T = Teacher
 A = Aide
 P = Parent

- C = Rehab. couns.
 O = Other

ACTIVITIES OF DAILY LIVING

Student's Name: _____

I. Key Objective: PERSONAL HYGIENE

C. Objective: HAIR CARE

Date: _____

Detailed Skill Listing:

1. Lets hair be washed
2. Wets hair
3. Puts on correct amount of shampoo
4. Scrubs scalp with finger tips
5. Rinses hair
6. Dries hair with towel
7. Combs out washed hair, parting if necessary
8. Uses any drying devices needed
9. Washes hair independently and whenever necessary

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Additional skills to be determined by Instructor
(use sources of ADDITIONAL INFORMATION for assistance)

- 10.
- 11.
- 12.

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☐	☐	☐	☐

Sources of Additional Information:

1. Instructor's Ingenuity
2. Job Inventory Information (Job Functional Profile)
3. Existing Programs in Print
4. Related References (refer to back of ADL section)
5. Other/Comments

RATING KEY

- ✓ = Skill Fully Attained
P = Progress or Partial Attainment
NP or NA = No Progress or Not Applicable

RATER CODE

- T = Teacher
A = Aide
P = Parent

- C = Rehab couns.
O = Other

ACTIVITIES OF DAILY LIVING

Student's Name: _____

I. Key Objective: PERSONAL HYGIENE

D. Objective: TOOTH CARE

Detailed Skill Listing:

1. Lets teeth be brushed
2. Applies toothpaste to brush correctly
3. Brushes teeth correctly for at least two minutes
4. Rinses out mouth after brushing
5. Rinses toothbrush
6. Puts brush away
7. Uses tooth floss correctly
8. Brushes teeth at least twice a day independently

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Additional skills to be determined by Instructor
(use sources of ADDITIONAL INFORMATION for assistance)

- 9.
- 10.
- 11.

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Sources of Additional Information:

1. Instructor's Ingenuity
2. Job Inventory Information (Job Functional Profile)
3. Existing Programs in Print
4. Related References (refer to back of ADL section)
5. Other/Comments

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P = Progress or Partial Attainment
NP or NA = No Progress or Not Applicable

RATER CODE

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A = Aide
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- C = Rehab couns.
O = Other

ACTIVITIES OF DAILY LIVING

Student's Name: _____

I. Key Objective: PERSONAL HYGIENE

E. Objectives: TISSUE USE

Detailed Skill Listing:

1. Lets nose be wiped
2. Knows when to use tissue
3. Wipes own nose
4. Blows own nose
5. Disposes of used tissue
6. Gets, uses and disposes of tissue independently when necessary

Additional skills to be determined by Instructor
(use sources of ADDITIONAL INFORMATION for assistance)

- 7.
- 8.
- 9.

Sources of Additional Information:

1. Instructor's Ingenuity
2. Job Inventory Information (Job Functional Profile)
3. Existing Programs in Print
4. Related References (refer to back of ADL section)
5. Other/Comments

Date: _____

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RATER CODE

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P = Parent

C = Rehab couns.
O = Other

ACTIVITIES OF DAILY LIVING

Student's Name: _____

I. Key Objective: PERSONAL HYGIENE

F. Objective: FINGER/TOENAIL CARE

Date: _____

Detailed Skill Listing:

1. Lets fingernails and toenails be cut
2. Cleans with correct tool
3. Cuts with clippers
4. Uses emery board/file on both right and left hand fingers
5. Pushes back cuticles
6. Independently cares for nails

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Additional skills to be determined by Instructor
(use sources of ADDITIONAL INFORMATION for assistance)

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- 8.
- 9.

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Sources of Additional Information:

1. Instructor's Ingenuity
2. Job Inventory Information (Job Functional Profile)
3. Existing Programs in Print
4. Related References (refer to back of ADL section)
5. Other/Comments

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NP or NA = No Progress or Not Applicable

RATER CODE

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A = Aide
P = Parent

- C = Rehab. couns.
O = Other

ACTIVITIES OF DAILY LIVING

Student's Name: _____

I. Key Objective: PERSONAL HYGIENE

G. Objective: MENSTRUATION

Detailed Skill Listing:

1. Lets menstrual needs be cared for
2. Indicates onset of flow
3. Indicates need for change
4. Carries appropriate sanitary products
5. Showers/bathes during period
6. Knows approximate length of cycle in days
7. Independently cares for menstrual needs

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Additional skills to be determined by Instructor
(use sources of ADDITIONAL INFORMATION for assistance)

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ACTIVITIES OF DAILY LIVING

Student's Name: _____

I. Key Objective: PERSONAL HYGIENE

H. Objective: SHAVING

Detailed Skill Listing:

1. Agrees to being shaved
2. Lathers own face/legs/underarms
3. Uses razor independently
4. Uses electric shaver independently
5. Dries face/legs/underarms after shaving
6. Rinses face/legs/underarms after shaving
7. Can use aftershave appropriately if desired
8. Shaves independently as necessary

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ACTIVITIES OF DAILY LIVING

Student's Name: _____

II. Key Objective: EATING

A. Objective: EATING

Detailed Skill Listing:

1. Chews food
2. Chews food with mouth closed
3. Swallows food

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ACTIVITIES OF DAILY LIVING

Student's Name: _____

II. Key Objective: EATING

B. Objective: HANDLING EATING IMPLEMENTS

Detailed Skill Listing:

1. Holds dominant hand for utensils
2. Holds and uses spoon correctly
3. Holds and uses fork correctly
4. Holds and uses knife correctly
5. Holds knife and fork for cutting
6. Holds cup properly
7. Pours liquid from a container (carton or pitcher)

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ACTIVITIES OF DAILY LIVING

Student's Name: _____

II. Key Objective: EATING

C. Objective: SOCIAL AMENITIES

Detailed Skill Listing:

1. Uses napkin
2. Uses hands for appropriate foods
3. Drinks from cup or glass without spilling
4. Uses straw noiselessly
5. Eats bites of appropriate size
6. Eats at appropriate rates
7. Eats without spilling food
8. Asks for dishes to be passed
9. Uses serving spoon/fork to serve food
10. Waits for others to begin eating
11. Waits for others to begin dessert

Additional skills to be determined by Instructor
(use sources of ADDITIONAL INFORMATION for assistance)

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ACTIVITIES OF DAILY LIVING

Student's Name: _____

III. Key Objective: DRESSING

A. Objective: PUTTING ON CLOTHES

Date: _____

Detailed Skill Listing:

1. Lets self be dressed
2. Puts on underwear
3. Pulls on trousers/slacks
4. Puts on shirt/blouse, making sure collar is out
5. Pulls on socks
6. Puts feet into correct shoes
7. Puts on belt or other accessory
8. Zips
9. Snaps
10. Buttons, matching button with proper buttonhole
11. Buckles
12. Ties shoes
13. Puts clothing on right side front using position of label as guide
14. Puts clothing on right side out
15. Tucks in shirt/blouse
16. Dresses independently

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ACTIVITIES OF DAILY LIVING

Student's Name: _____

III. Key Objective: DRESSING

B. Objective: CLOTHING APPEARANCE

Detailed Skill Listing:

1. Clothing fits well
2. Clothing is clean
3. Clothing is appropriate for event and weather
4. Various pieces of clothing match
5. Clothing is in good condition (all buttons present, unwrinkled)
6. Shoes fit well
7. Shoes are in good condition
8. Shoes/boots are appropriate to weather and occasion
9. Selects clothing and shoes that meet above criteria

Additional skills to be determined by Instructor

(use sources of ADDITIONAL INFORMATION for assistance)

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ACTIVITIES OF DAILY LIVING

Student's Name: _____

III. Key Objective: DRESSING

C. Objective: TAKING OFF CLOTHING

Date: _____

Detailed Skill Listing:

1. Lets self be undressed
2. Pulls socks off
3. Pulls pants off
4. Pulls shirt/blouse off
5. Unzips
6. Unsnaps
7. Unbuttons
8. Unbuckles
9. Unties
10. Sorts out soiled clothes for laundry
11. Hangs up clothing, right side out, sleeves hanging properly
12. Folds clothing and puts in proper space
13. Undresses independently

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Additional skills to be determined by Instructor
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ACTIVITIES OF DAILY LIVING

Student's Name: _____

IV. Key Objective: HEALTH CARE

A. Objective: BASIC MAINTENANCE

Detailed Skill Listing:

1. Calls attention to physical discomforts
2. Has a doctor, knows his/her name and how to reach him/her
3. Has yearly physical exams
4. Is tested for vision yearly or more frequently as appropriate
5. Is tested for hearing yearly or more frequently as appropriate
6. Has had all required shots, vaccinations
7. Has visited dentist within past year and as needed
8. Is fitted with any needed corrective devices
9. Uses needed corrective devices consistently
10. Takes medication as prescribed
11. Gets an adequate amount of sleep

Additional skills to be determined by Instructor

(use sources of ADDITIONAL INFORMATION for assistance)

12.

13.

14.

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ACTIVITIES OF DAILY LIVING

Student's Name: _____

IV. Key Objective: HEALTH CARE

B. Objective: DIET AND NUTRITION

Detailed Skill Listing:

1. Eats breakfast
2. Brings or eats school lunch
3. Eats an evening meal
4. Eats many fruits and vegetables
5. Eats a variety of dairy foods
6. Eats meats and fish
7. Eats cereals and breads
8. Selects appropriate food for weight control

Additional skills to be determined by Instructor
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- 10.
- 11.

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ACTIVITIES OF DAILY LIVING

Student's Name: _____

IV. Key Objective: HEALTH CARE

C. Objectives: GENERAL FIRST AID

Detailed Skill Listing:

1. Lets self be physically cared for during illness or injury
2. Seeks help in personal emergencies
3. Seeks help after an injury requiring attention
4. Seeks help when others are injured
5. Covers own sneezes and coughs
6. Washes and bandages a minor cut or abrasion
7. Holds a thermometer in mouth for required time

Additional skills to be determined by Instructor
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ACTIVITIES OF DAILY LIVING

Student's Name: _____

IV. Key Objective: HEALTH CARE

D. Objective: SAFETY PRACTICES

Detailed Skill Listing:

1. Holds railing on stairs
2. Cleans up any spills made on floor
3. Follows fire drill procedures calmly
4. Wears clothing that does not drag on floor
5. Walks carefully on ice

Additional skills to be determined by Instructor
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Additional skills to be determined by Instructor
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PROGRAMS IN PRINT

CHARACTERISTICS AND TREATMENT

Alpern, G. & Kimberlin, C. Short intelligence test ranging from infancy levels through childhood levels for use with the retarded. *American Journal of Mental Deficiency*, July 1970, 75, 65-71.

A short intelligence test for retarded children whose abilities ranged from infancy levels through childhood levels was devised. The results were given.

Altmann, R. Differential sensitivity of profound retardates to adults steady gaze. *Psychological Reports*, 1970, 27, 30-34.

This study dealt with ten ambulatory males, profoundly mentally retarded, who were sensitive to a steady gaze. Two types of behavior were elicited, avoidance and approach.

Angement, H. L. A frame of reference in the observation of institutionalized subnormals. *Journal of Mental Subnormality*, 1970 16, 107-112.

Interviews discussing the characteristics of 39 females and 61 males ranging in age from 8 to 12 years.

Baker, B. & Ward, M. Reinforcement therapy for behavior problems in severely retarded children. *American Journal of Orthopsychiatry*, 1971, 41, 124-135.

This article reported on a behavior modification program for severely retarded children. The aim of the project was the elimination of disruptive behavior problems through the use of positive reinforcement. The results of the study were assessed by intelligence and developmental testing and from independent behavior observations, and records kept by the staff.

Baumeister, A. A. & Foreland, R. Social facilitation of body rocking in severely profoundly retarded patients. *Journal of Clinical Psychology*, 1970, 26, 303-305.

The article presents two studies regarding the rate with which the severely retarded engage in body rocking as influenced by social context variations.

Bell, G. & Keardon, D. Effects of sedative and stimulative music on activity levels of severely/profoundly retarded boys. *American Journal Of Mental Deficiency*, 1970, 75, 156-159.

This study tests three predictions of the effects of musical stimulation on the activity levels of eleven 6 to 17 year old boys, who are severely and profoundly retarded in institutions. The testing data is reported.

Bensberg, G. Teaching the profoundly retarded self-help activities by behavior shaping techniques. *American Journal of Mental Deficiency*, 1965, 69, 674-679.

This study described a project in which profoundly retarded subjects were taught self-care skills. A procedure using operant conditioning was employed to bring about the initial modification of behavior in the subjects. Methods and results of the study are given.

Bradtke, L. Intensive play: A technique for building affective behaviors in profoundly mentally retarded children. *Education and Training of the Mentally Retarded*, 1970, 7, 8-13.

This article discusses the use of intensive play in working with profoundly mentally retarded children. In the study intensive play was used to develop responses to close body contact and physical stimulation and to overcome the fearfulness and unresponsiveness of the subjects. Techniques which were employed and evaluation of the progress are presented.

Carlisle, L. & Shinedling, M. Use of the Slosson Intelligence Test with mentally retarded residents. *Psychological Reports*, 1970, 26, 865-866.

The Slosson Intelligence Test was administered to 122 severely/profoundly retarded, institutionalized males and females who had previously been given the Stanford-Binet, Kuhlmann Test of Mental Deficiency. Test correlations are given.

Chandler, P. & Luckey, R. Demonstration habilitation and self-care nursing projects of multi-handicapped retardates. *Mental Retardation Journal*, 1968, 6, 10-14.

A case study of a multiply-handicapped, profoundly retarded child which includes the characteristics of the child, his level of functioning, the training techniques employed, and the improvement made.

Daniel, W. Abberant serum protein inheritance in a patient with a ring D chromosome. *Pediatrics*, 1970, 46, 120-122.

A case study of a microcephalic boy classified as profoundly mentally retarded.

Dilley, G. Retarded women teach self-help skills. *Hospital and Community Psychiatry*, 1969, 20, 154-155.

The institutional transference of ten profoundly retarded women to a moderately/mildly retarded environment resulted in notable accomplishments.

Donoghue, E. Some factors affecting age of walking in a mentally retarded population. *Developmental Medicine and Child Neurology*, 1970, 12, 781-792.

A study of the walking age in 336 severely/profoundly retarded children.

Guralnick, M. A language development program for severely handicapped children. *Exceptional Children*, 1972, 39, 45-49.

A language development program for severely retarded children is described. The subjects were eight severely retarded children whose vocabularies consisted of isolated words and occasional phrases. The program was conducted by ten undergraduate college students who spent from 3 to 6 hours per week working with the children. The program and procedures are described with results and implications included.

Lebedev, B. Case study. *Journal of Neuropathology and Pediatrics*, Volume 70, 1571-1574.

A case study and diagnosis of a 3½ year old girl with a chromosomal deficiency leading to the "cat's cry" syndrome. The child was profoundly retarded, arrested physical development, microcephalic, epicanthus and other physical atypicalities.

Martin, G. & Treffry, D. Treating self destruction and developing self care. *Psychological Aspects of Disability*, 1970, 17, 125-131.

A case study of a retarded self destructive girl and the successful treatment used.

Ribas-Mundo, M. Genetical factors in mental retardation. *Anuario de Psicologia*, 1970, 1, 29-43.

This article classifies the genetic causes of mental retardation and gives a brief description of the resulting retardation.

Richards, B. Ring chromosome 18 in a mentally retarded boy. *Journal of Mental Deficiency Research*, 1970, 14, 174-186.

A case study of a profoundly retarded 14 year old boy with reduced head size, micrognathic, oblique palpebral fissures and club feet.

Robinson, H. & Robinson, N. & Robinson, N. *The mentally retarded child, a psychological approach*. New York: McGraw Hill, 1965.

A brief discussion of the characteristics of the profoundly retarded and their causes given.

Sullivan, J. & Batarseh, G. Educational therapy with the severely retarded. *Training School Bulletin*, 1973, 70, 5-9.

Description of a project in which thirty severely retarded children were given educational therapy to show that it can make the severely retarded more alert and less dependent on others for care and entertainment. Methods of therapy, results and conclusions are given.

Talkington, L. Use of a peer modeling procedure with severely retarded subjects on a basic communication response skill. *Training School Bulletin*, 1972, 69, 145-149.

In this study several retarded subjects were given basic communication training using modeling procedures. Methods and results of the study are provided. The authors suggest that a modeling procedure is feasible for the training of appropriate responses to verbal cues.

Thomas, E. & Yamamoto, K. Sex ratios found in various types of referred exceptional children. *Exceptional Children*, 1970, 36, 621-625.

The study gives the statistics of the number of male and female children classified as exceptional children. A portion of the article is devoted to the sex ratios of the profoundly retarded child.

Thompson, T. Development and maintenance of a behavior modification program for institutionalized profoundly retarded adult males. *Psychological Aspects of Disability*, 1970, 17, 117-124.

Report on a behavior modification program based on positive reinforcement of adaptive behavior and extinction of maladaptive behavior.

Valentine, A. & Maxwell, C. A clinical treatment of imipramine enuresis in the profoundly retarded child. *Journal of Mental Subnormality*, 1968, 14, 84-90.

Article cites a study of 16 profoundly retarded children who received a non-blind trial of imipramine for enuresis and showed a significantly less nocturnal urinary incontinence on medication.

Wright, J. Behavior modification with low level retardation. *Psychological Record*, 1970, 20, 465-471.

A case study of 15 severely and profoundly retarded children who were given social reinforcers (verbal and physical attention) for positive behavior and no reinforcement for negative behavior.

BEHAVIOR SHAPING TECHNIQUES

Alpern, G. D. *Education and care of moderately and severely retarded children*. Seattle, Washington: Special Child Publications, 1971.

This is a basic book written to acquaint teachers with various teaching techniques, planning strategies, and important basic skills to be learned by mentally handicapped children. The activities discussed usually indicate a base level of performance and develop from that point. This book deals with some aspects of behavior modification.

Baker, B. Reinforcement therapy for behavior problems in severely retarded children. *American Journal of Orthopsychiatry*, 1971, 41, 124-135.

Six severely retarded children (I.Q. below 25) were treated in a small home-like living unit. The project emphasized the use of reinforcement techniques by regular attendants trained as therapists and the behavioral measurement of the target children and matched ward controls. Treatment was generally effective; however, less success was shown with retarded children displaying psychotic behaviors.

Beedle, R. Behavior observation techniques of learning screening of institutionalized mentally retarded children. *American Journal of Mental Deficiency*, 1966, 70, 675-682.

The purpose of this study was the development of an auditory screening technique which would afford a gross assessment of the hearing of chronologically young retardates and/or those manifesting behavioral patterns which negate the use of conventional testing procedures. Taped sounds were presented in free field to institutionalized MR subjects. Responses were scored on the basis of observed behavioral changes. Analysis of the data revealed that this technique did discriminate MR subjects with known hearing loss from those with normal hearing regardless of their primary institutional behavior.

Bersberg, F. Teaching the profoundly retarded self-help activities by behavior shaping techniques. *American Journal of Mental Deficiency*, 1965, 69, 674-679.

Six severely retarded children were placed in a special unit and an attempt was made to improve their self-help behaviors by principles of behavior shaping. Monthly ratings were made on a modified form of the Vineland Social Maturity Scale. All subjects showed substantial improvement. The greatest gain was obtained during the first month of conditioning. Some shortcomings of the study were discussed, but it was concluded that the procedures followed resulted in a valuable change in self-help behavior on the part of all subjects.

Bradtke, L. M. Intensive play: A technique for building affective behaviors in profoundly mentally retarded children. *Education and Training of the Mentally Retarded*, 1972, 7, 8-13.

This article discusses the value of intensive play in working with profoundly mentally retarded children. Adults work with only one child during a 30-minute play session which is specially planned for that child, using intensive play to develop responses to close body contact and physical stimulation and to break through the typical fearfulness and unresponsiveness of these children. Evaluation of the children's progress shows some success in improving rapport and creativity for previously unresponsive children.

Dekecki, P. R. Reviews of the literature relative to the behavior potential of the severely retarded. *Trainable School Bulletin*, 1964, 61, 65-75.

The present review deals with the knowledge of the behavior potential of the severely mentally retarded gained through experimental procedures. Issues relevant to the research are discussed, and a comprehensive review of the literature is presented historically. Findings and limitations of that research are discussed in terms of institutional practices and the need for more productive work with this population.

Edgar, C. L. Effects of sensory-motor training on adaptive behavior. *American Journal of Mental Deficiency*, 1969, 73, 713-719.

It was hypothesized that children in the sensory-motor period of development would show gains in adaptive behavior if given sensory-motor training. Eleven mental retardates were given individual sensory-motor training. A similar group had individual attention. Gesell Developmental Schedules were administered before and after eight months of training. Significant differences between gains of the two groups are discussed in relation to Kephart's Theory of perceptual-motor development and Piaget's theory of cognitive development.

Gardner, J. M. Behavioral competence and social and emotional behavior in the mentally retarded. *American Journal of Mental Deficiency*, 1970, 75, 168-169.

The relationship between intellectual level and social and emotional behavior was examined in an institutionalized mentally retarded population. Two subjects were randomly selected from each of three groups: moderately, severely, and profoundly retarded. The three groups did not differ in inappropriate social and emotional behavior.

Garfunkel, F. Probabilities and possibilities for modifying behavior of mentally retarded children: Tactics for research. *Journal of Education*, 1964, 147, 45-52.

This article deals with research efforts in correlating behavior with educational programs.

Giles, D. H. Toilet training institutionalized severe retardates: An application of operant behavior modification techniques. *American Journal of Mental Deficiency*, 1966, 70, 766-780.

The purpose of the study was to evaluate the use of operant behavior modification techniques in toilet training severely mentally retarded children in their usual institutional environment. The results of this study offer further evidence that operant behavior modification techniques can be an effective means of establishing self-care behavior in severe retardates.

Graziano, A. M. (Ed.) *Behavior therapy with children*. Chicago, Ill.: Aldine-Atherton, Inc., 1971.

This collection of papers and articles concerns the application of behavior modification procedures with children in a variety of problem areas. The text begins by providing introductory material on the general application of laboratory principles and laws of behavior to children's educational and clinical problems. This introductory section is followed by articles which include the potential use of electronic equipment in behavior modification; behavioral approaches to mentally retarded children in self-care skills, social

behaviors, toilet training, and emotional disturbances; the modification of schizophrenic, autistic, and psychotic behavior in children in individual and group settings; and less severe behavior problems found in school situations, such as school phobia, hyperactivity, crying. The final section discusses the implications of the behavioral modification approach for both professional therapists and parents.

Hall, H. V. *Managing behavior series*. Lawrence, Kansas: H & H Enterprises, Inc., 1971-72.

Written for teachers, teacher trainees, and parents, the six publications in this series offer a very basic introduction to the theory and application of behavior modification techniques. The series includes:

1. *Behavior modification: The measurement of behavior*
2. *Behavior modification: Basic principles*
3. *Behavior modification: Applications in school and home*
4. *Behavior modification: New ways to teach new skills*
5. *Behavior modification: A teacher's guide to writing instructional objectives*
6. *Summaries of selected behavior modification studies*

Hollis, J. H. Effects of social and non-social stimuli on behavior of profoundly retarded children. *American Journal of Mental Deficiency*, 1965, 69, 755-789.

This paper presents a method for observing and recording the effects of social and non-social stimuli on the behavior of profoundly retarded children. The results of this investigation show that specific forms of physical and social stimuli have definite and differential effects on the behavior of profoundly mentally retarded children. When other directed responses (grasping, physical contact with the environment) had a high frequency, the self-directed responses occurred at a low frequency.

Hollis, J. H. Social dominance behavior of profoundly retarded children. *American Journal of Mental Deficiency*, 1965, 70, 363-372.

Social dominance behavior in a group of six female profoundly retarded children was studied during pair (dyad) and group interactions for a period of one year. Behavior of dyads (15) was observed in the Wisconsin General Test Apparatus (WGTA) and free-field. The group was tested in a free-field under empty and novel object conditions. The results from WGTA dyad tests showed a linear dominance hierarchy that increased in stability over time. When the dyads were tested in the free-field, there was a small decrease in the stability of the dominance-subordinative relationships. Dominance testing of the group resulted in almost complete submission for the 3 lowest ranking subjects.

King, D. Patterns of institutional care for severely subnormal. *American Journal of Mental Deficiency*, 1968, 72, 706-709.

This paper seeks to document the differences in the patterns of everyday life activities among three comparable groups of severely subnormal but fully ambulant children. The three groups were cared for respectively in a hospital ward, a voluntary home, and a local authority hostel. The pattern of life in the hospital was regimented and unstimulated, while in the hostel it was individualized and enriching. The pattern for the voluntary home included elements found in both the other institutions.

Minge, M. R. Teaching self-help skills to profoundly retarded patients. *American Journal of Mental Deficiency*, 1967, 71, 864-868.

Six profoundly mental retardates were taught self-help skill by psychiatric technicians following a step-by-step program. Training was given for 2 months in two individual fifteen minute sessions per day. Subjects correct responses to directions were reinforced with food and praise. Comparison of experimental subjects pre-, mid-, and post-training situational test results showed significant improvement in skills. Experimental subjects had significantly higher test scores than did control subjects. Subjects' rate of progress through the 36 major substeps of the program also demonstrated the feasibility of teaching self-help skills to profoundly retarded patients.

Rass, S. M. Trace and delay classical eyelid conditioning in severe and profound retarded subjects as a function of interstimulus interval. *American Journal of Mental Deficiency*, 1972, 77, 39-45.

The results indicated that the traced conditioned stimulus was an effective stimulus. The data are discussed in terms of the retarded person's stimulus trace and/or input deficits.

Rice, H. K. Operant conditioning technique for use in physical rehabilitation of the multiply handicapped retarded patient. *Physical Therapy*, 1968, 48, 342-346.

This article shows that behavior modification techniques can be applied to individuals regardless of intellectual level and physical condition. In using behavioral techniques with profoundly mentally retarded non-ambulatory patients, it is important to determine individual range of possible motor responses. Also discussed is the system of reward, in which the patient is given a reward (usually food) for each successful approximation in the successive steps.

Sloop, H. W. Institutionalized retarded nocturnal enuretics treated by a conditioning technique. *American Journal of Mental Deficiency*, 1973, 77, 717-721.

The efficacy for institutionalized retarded nocturnal enuretic of a conditioning treatment consisted of an electrical buzzer warning device set off by the act of urinating in bed was assessed using 21 experimental subjects matched with 21 control subjects on age, sex, measured IQ, and number of wet nights over a 7-night baseline period. Experimental subjects received treatment for 11 weeks, or until they received 50 buzzer activations, or until they remained dry for 14 successive nights. Eleven experimental subjects were conditioned successfully.

Smith, D., & Murphy, W. K. A new world for Lori. *Mental Retardation in Illinois*, 1969, 3, 3-5.

The "short-term habit training" program at Andrew McFarland Zone Center (Illinois) trains 3-15 year old severely and profoundly mentally retardates in self-help skills. Extensive social, medical, and developmental information is collected on each child before admission to the program. Mothers are encouraged to participate in training to reduce the separation problem for the child, facilitate adjustment, and permit staff observations of mother-child relationship.

Thompson, J. (Ed.) *Behavior modification of the mentally retarded*. New York: Oxford University Press, 1972.

This book was developed as a result of the authors' and editors' concern about the inadequate, often inhumane, conditions found in many state institutions for the mentally retarded. It documents how one institution, the Faribault State Hospital in Minnesota, transformed itself from a largely custodial institution into an educational therapeutic environment through the systematic application of behavior modification procedures.

Wolf, M. Application of operant conditioning procedures to the behavior problems of an autistic child. *Behavior Research and Therapy*, 1964, 1, 305-312.

Operant conditioning techniques aimed at modifying temper tantrums, bedtime problems, eating problems, and lack of verbal behavior were implemented by parents and hospital attendants.

SELF-CARE DEVELOPMENT

Alpern, G., & Boll, T. *Education and care of moderately and severely retarded children*. Seattle: Special Child Publications, Inc., 1971.

The importance of teachable steps, consistency in instruction, rewards, and repetition in the training of self-care skills in severely retarded children are discussed in detail.

Bakwin, J., & Bakwin, R. *Behavior disorders in children*. Philadelphia: W. B. Saunders Company, 1972.

Although not specifically oriented toward the severely and profoundly retarded child, this book is helpful in outlining basic procedures for self-care training. Before such training can be successful, certain characteristics in the child must be present, such as suggestibility, imitateness, and positive regard for praise.

Ball, T., Seris, K., & Payne, L. Long-term retention of self-help skill training in the profoundly retarded. *American Journal of Mental Deficiency*, 1971, 76, 3, 378-382.

A study involving the retention of dressing and undressing skills was conducted with six severely retarded boys following their participation in a ninety-day intensive training program. Although undressing skills tended to decline after return to the regular ward environment, dressing skills showed a significant amount of improvement when they measured four years later.

Bensberg, G., Colwell, C., & Cassel, R. Teaching the profoundly retarded self-help activities by behavior shaping techniques. *American Journal of Mental Deficiency*, 1965, 69, 5, 600-679.

In order to improve the self-care skills of six severely retarded children, a project was conducted wherein they were placed in a special unit and trained intensively according to the basic principles of behavior shaping. Each subject was rated monthly on the Vineland Social Maturity Scale, with all six subjects showing continued marked improvement.

Bluhe L. *Teaching the retarded visually handicapped*. Philadelphia: W. B. Saunders Company, 1969.

Self-care skills discussed include grooming of the hair and brushing of the teeth. The teacher or parent should take the child's hand and go through the actions of combing and brushing. Praise, diligent instruction, and a short hair style make it easier to produce a desired result.

Buckler, B. *Living with a mentally retarded child: A primer for parents*. New York: Hawthorn Books, Inc., 1971.

Specific methods which parents can implement in training their retarded child in feeding, bathing, and toileting skills are explained in detail.

Connor, F. P. & Talbot, M. E. *An experimental curriculum for young mentally retarded children*. New York: Teachers College Press, 1970.

Intensive curriculum programs for training one hundred and ninety behaviors, including self-help skills, are provided. For each item, a five-point descriptive rating scale and a five-point descriptive programming scale are included. These scales each constitute a set of short-range goals toward which the teacher of the retarded child can work. They are useful in providing an objective measure of performance and a breakdown of the successive steps involved in learning a particular task. The various programs have been developed with the aim of providing the necessary experiences in a classroom setting for development in several major areas of individual functioning.

Ellis, N. *International review of research in mental retardation*. New York: Academic Press, 1966.

The use of behavior shaping techniques for training severely retarded children in self-care skills is emphasized. The results of numerous related research projects are discussed, with the general consensus being that operant conditioning methods are most efficacious in working with children who function within the lower ranges of mental retardation.

Eyner, R., Tarjan, G., & Cassady, M. Natural history of acquisition of basic skills by hospitalized retarded patients. *American Journal of Mental Deficiency*, 1970, 75, 2, 120-129.

The increasing number of younger, more severely retarded children being admitted to institutions is discussed, with emphasis on the need for the development of appropriate training programs for these individuals. A study comparing a group of residents receiving "standard" institutional treatment with another receiving more intensive care was conducted. It was found that a significantly greater amount of improvement occurred in the latter group. Improvement in toileting skills was more frequent in both groups than was improvement in ambulation.

French, E., & Scott, J. *Child in the shadows: A manual for parents of retarded children*. Philadelphia: J. B. Lippincott Company, 1960.

The complexities involved in training a retarded child in basic self-care skills are outlined. Emphasis is placed on breaking tasks down into their simplest parts and rewarding the child for each success. Behavior modification techniques are discussed in layman's terms, and the manner in which they are applicable to instruction in such areas as toilet training and bathing is explained. Attention is also given to the necessity of training.

Gardner, W. *Behavior modification in mental retardation: The education and rehabilitation of the mentally retarded adolescent and adult*. Chicago: Adline-Atherton, Inc., 1971.

The development of eating, dressing, and toileting skills in the severely and profoundly retarded is discussed. Attention is given to the research performed by Bensberg in this area, with particular emphasis on behavior shaping and chaining concepts. Self-feeding is regarded as one of the easiest skills to teach because of the immediate reinforcement which is received for responding appropriately. With regard to training in dressing behavior, the importance of combining verbal and visual cues is emphasized. Because of the difficulty usually encountered in teaching toileting skills to the severely and profoundly retarded, the need for intense, systematic programs is indicated.

Grots, R., Henderson, J., & Katz, S. A comparison of the functional and intellectual performance of phenylketonuric, anoxic and Down's syndrome individuals. *American Journal of Mental Deficiency*, 1972, 76, 6, 710-717.

The Index of Independence in Activities of Daily Living (ADL) scale was utilized in comparing the functional and intellectual abilities of PKU, anoxic, and Down's individuals. Such functional skills such as bathing, dressing, toileting, transferring, continence, and feeding were rated. Results showed that PKU individuals were the least capable with regard to both intellectual performance and self-care skills. Anoxic subjects were the most intelligent and had an intermediate functional status. Down's individuals tended to show the greatest amount of independence in self-care and maintained an intermediate position with regard to intelligence. Suggestions are made for the use of the ADL or Vineland Social Maturity Scale along with standardized intelligence tests in evaluating severely retarded individuals.

Groves, I., & Carroccio, D. A self-feeding program for the severely and profoundly retarded. *Mental Retardation*, 1971, 9, 13, 10-12.

Simple operant conditioning techniques were used in a project to teach sixty severely and profoundly retarded female institutional residents to eat with a spoon. Each time a subject began to eat with her hands, her food tray was removed for ten seconds, and she was instructed to use her spoon. The tray was returned to the table when she picked up the spoon. These techniques can be modified for use in the training of skills in several other areas of functioning.

Johnson, E., Gove, R., & Ostermeier, B. The value of functional training in severely disabled institutionalized brain damaged children. *American Journal of Mental Deficiency*, 1963, 67, 6, 860-864.

A study was undertaken with thirty non-ambulatory, severely disabled, institutionalized brain damaged children between the ages of six and fourteen to determine the value of intensive functional training in basic self-care skills over a nine month period. Seven of the patients learned to feed themselves with a spoon, eight learned finger-feeding, five learned to walk with assistance, one learned to walk without assistance, and six learned to get from the wheelchair to the bed and toilet. It seems evident that if children functioning within the lower ranges of intelligence are given the opportunity to perform at their maximum level they often will attain skills which previously had been believed to be beyond their ability.

Lebeck, M. & Elliott, C. Toilet training for profoundly retarded with a limited staff. *Mental Retardation*, 1970, 8, 3, 48-50.

An application of the concept of successive approximations was used in a practical research project which attempted to teach toileting skills to one hundred and three profoundly retarded institutional residents. Initially, the subjects were reinforced with material rewards. As training progressed, rewards were withheld until the subject completed succeeding steps in the toileting procedure. The program resulted in a marked reduction of soiled linen in the ward and a significant decrease in the frequency of accidental defecations.

Lipton, R. & Provence, S. *Infants in institutions*. New York: International Universities Press, Inc., 1962.

Maternal care of infants and its influence on development is discussed. The use of a propped bottle in institutions for feeding infants under eight months of age has detrimental effects quite often. These infants do not usually come to associate their state of discomfort with hunger or comfort with being fed by a human being, nor do they receive the wide variety of sensations associated with being held by a maternal figure. Feeding is a biologically and psychologically crucial experience around which there are many communications between mother and infant. The multitude of stimuli that are inherent in the procedure provide the child with a wealth of learning opportunities without which satisfactory development is difficult or impossible. The situation is particularly debilitating for the severely or profoundly retarded child who needs as much stimulation as possible at an early age if he is to develop to his full potential.

Lowmer, E., & Klinger, J. *Aids to independent living: self-help for the handicapped*. New York: McGraw-Hill Book Company, 1969.

Numerous illustrations of devices and specific techniques for training and assisting individuals with severe physical impairments in basic self-care skills are provided in this book, along with detailed explanations of their various functions. The emphasis is on helping the handicapped individual to achieve his highest possible level of functioning in all areas of daily living. Self-care skills discussed include self-feeding and drinking; toileting; bathing; care of hair, teeth, and nails; shaving; dressing; and care of clothes.

Luckey, R. & Chandler, P. Demonstration habilitative and self-care nursing projects for multi-handicapped retardates. *Mental Retardation*, 1968, 6, 5, 10-12.

The dehumanizing and debilitating effects of traditional custodial care that are blatantly evident in many institutions are condemned. The goals of the program under study stress optional independence in ambulation, self-feeding, toileting, and dressing. Physical therapy should be given when required to prevent physical deterioration. There should be accelerated psychological and social growth and promotion of body image and self-concept. The children chosen for the program appeared to exhibit unused intellectual and physical potential in conjunction with a need for special physiotherapy. The results showed that the conditions of the severely handicapped can be considerably improved. It also showed that expensive and laborious physical care over extended periods of time is not necessary.

Martin, G., Rehce, B., Bird, E., Jensen, V., & Darbyshire, M. Operant conditioning in dressing behavior of severely retarded girls. *Mental Retardation*, 1971, 9, 3, 24-31.

The manner in which psychiatric nurses and nurses' aides were trained to use operant conditioning principles to teach severely retarded girls to dress with several clothing items is described. These girls were from seven to twenty years of age and had intelligence quotients from the forties to untestable. They were trained in fifteen to thirty-minute periods, on a one-to-one ratio, and by going step by step with each article. Verbal praise and candy were given for correct responses, and the child was ignored for ten seconds if the response was incorrect. The attention span was greatly improved after three sessions, and responses in the ward showed improvement. There was a liberal social reinforcement if self-dressing was accomplished in the wards by the girls themselves.

- Martin, G., McDonald, S., & Omichinshi, M. An operant analysis of response interactions during meals with severely retarded girls. *American Journal of Mental Deficiency*, 1971, 76, 1, 68-75.

A project designed to decrease the maladaptive mealtime behaviors (slopping food, yelling, playing with utensils, and eating with hands) of four severely and profoundly retarded, institutionalized females between the ages of nine and nineteen was conducted. An attempt was made to decide whether slopping could be more effectively eliminated by social approval for instances of non-slopping or by presenting a time-out period for slopping behavior. The latter was found to produce better results, with improvement in other areas of behavior also noticed.

- Minge, M. & Pall, T. Teaching of self-help skills to profoundly retarded patients. *American Journal of Mental Deficiency*, March 1967, 71, 5, 864-868.

In a study designed to measure the effectiveness of intensive training programs in self-care for the profoundly retarded, six such individuals were taught simple skills related to dressing. Each task to be taught was broken down into small steps, and correct responses were consistently reinforced. The experimental subjects showed a significantly greater amount of improvement than did a control group which did not receive this intensive training. The rate of improvement was greater during the earlier part of the training period, probably because the behaviors emphasized at that time were easier to accomplish and also because they may have already been in the individual's repertoire. Generally, the results demonstrate the feasibility of providing training in self-care based on simple behavior modification techniques for profoundly retarded institutional residents.

- Reese, R. *Establishing spoon-feeding behavior and eliminating finger-feeding and spoon-dropping behavior*. (Unpublished manuscript.) White Haven State School and Hospital, 1971.

The profoundly retarded child is unable to respond to the usual procedures for establishing self-feeding skills. He does not understand this task if it is presented in the normal procedure and fails to feed himself if unassisted. Therapists analyzed the behavior tasks into simple parts that were systematically presented. The rewards were supplied emphatically at appropriate times.

- Rentfrow, R., Rentfrow, D. Studies related to toilet training of the mentally retarded. *American Journal of Occupational Therapy*, 1969, 23, 5, 425-430.

The research pertaining to the utilization of operant techniques in toilet training the severely and profoundly retarded is reviewed. Because operant conditioning techniques do not require verbal ability on the part of the retardate and also because they can be easily learned by attendants and parents, these methods have attained increasing popularity. Several studies on toilet training, however, report an immediate regression to former habits upon return to the regular ward environment. The reduction in extraneous stimulation and increase in attention which the child received when being trained may be the reason for this. It may be hypothesized, therefore, that a combination of operant procedures and a propitious environment may be the most efficacious means of training severely and profoundly retarded children in toileting skills.

Spencer, R., Tenerlin, M., & Trousdale, W. Some correlations of bowel control in the profoundly retarded. *American Journal of Mental Deficiency*, 1968, 72, 6, 879-882.

A study was conducted with thirty-eight severely and profoundly retarded institutional residents to determine the relationship of their initial degree of bowel control and progress in learning bowel control with measures of leg coordination, sociability, negativism, proneness to emotional upset, and presence of neurological impairment or seizures. Although sociability, negativism, proneness to emotional upset, and absence of seizures are correlated with an initial degree of bowel control, there is no significant relationship between these characteristics and learning bowel control. Profoundly retarded individuals who possess at least partial bowel control tend to be more intelligent, more sociable, less emotional, and less negativistic than those who are wholly incontinent. The type of program proposed by the authors of this study shows most promise for those retarded individuals who are totally incontinent as opposed to those who are partially trained.

Steele, S. *Nursing care of the child with long-term illness*. New York: Appleton-Century-Crofts, Educational Division, Meredith Corporation, 1971.

One of the topics discussed in this book is the use of various devices for training the child with severe motor impairment to feed himself. No matter how tedious and messy the process, it is of utmost importance to allow the child to learn to do so. Such items as a deep dish with sides and a suction cup on the bottom of the dish are helpful in keeping the food on the plate and the plate on the table. In teaching a motor-handicapped child to drink, the use of a training cup with a cover and spout is often helpful. Various illustrations of specialized utensils are included. Although this book does not deal specifically with the severely and profoundly retarded, it is helpful in that so many of these children are afflicted with one or more kinds of motor impairment.

Treffny, D., Martin, G., Samals, J., & Watson, O. Operant Conditioning grooming behavior of severely retarded girls. *Mental Retardation*, 1970, 8, 4, 29-33.

This article discusses a program in which eleven severely retarded girls were to be taught to wash and dry their hands and faces. A regular nursing staff could effectively run the program. Initially, all subjects needed physical help despite the fact that they had none or only slight upper extremity problems. The girls were administered only anti-convulsive drugs while participating in the twelve-step program. After nine weeks, seven of the eleven subjects needed no guidance. The basic behavioral principles that are utilized include positive reinforcement, time out from positive reinforcement, punishment, and fading. The repeated replication of these results with similar subjects increases confidence in their generality.

Watson, L. S. Applications of behavior-shaping devices to training severely and profoundly mentally retarded children in an institutional setting. *Mental Retardation*, 1968, 6, 6, 21-23.

The use of automated devices to assist in shaping various behaviors is advocated. These should be utilized. These should be utilized not as substitutes for ward personnel but rather as supplements. One of the major advantages of using these devices in behavior modification programs is that they tend to be more effective in detecting and promptly reinforcing desired responses. One area where they have been used extensively is in the toilet training of severely and profoundly retarded individuals. The training of other self-care skills could probably also be made more effective with the expanded utilization of electronic devices for discriminating between responses and controlling reinforcement.

Watson, L. S. *How to use behavior modification with mentally retarded and autistic children: Programs for administrators, teachers, and nurses.* Columbus: Behavior Modification Technology, 1972.

Several programs utilizing the principles of shaping and reinforcement for the training of self-help skills are described in detail. Specific programs are outlined for each of the following: toileting; eating with utensils; taking off pants, shirt, socks, and shoes; putting on pants, shirt, socks, and shoes; bathing, and tooth-brushing. Tasks are broken down into small, simple procedures and expected responses stated. Consideration is given to the necessity of finding an appropriate reinforcer, that is, one which will motivate the child to do his best. In addition, the maintenance of eye contact as a preliminary requirement before other behavior can be taught.

Watson, L., S. *Child behavior modification: A manual for teachers, nurses, and parents.* New York: Pergamon Press, Inc., 1973.

A description is provided of the teaching of new behavior to autistic and retarded children by the shaping technique. This technique is used in conjunction with a reinforcement procedure and is very effective for teaching self-care skills to the severely and profoundly retarded. This successive approximation technique is used to teach a single behavioral component, such as putting on a short-sleeved pullover shirt. It can be taught in approximately five steps with Koolade or candy used as reinforcers. The training progresses at the child's own pace, and trainer help gradually fades out. Verbal prompts are used to keep the child moving and to successfully complete the training.

TOILET TRAINING

Azrin, H. & Foxx, R. A rapid method of toilet training the institutionalized retarded. *Journal of Applied Behavior Analysis*. 1971. 4, 2, 89-99.

A type of toilet training program in which nine male respondents received positive reinforcement for appropriate elimination in an attempt to accomplish rapid toilet training.

Bates, K. K. *Use of multi-sensory reinforcement in toilet training retardates*. Costa Mesa: Farview State Hospital, 1970.

This describes a behavior modification program in toilet training, utilizing reinforcing properties of music, candy, cold drinks, and television.

Bensberg, J., Colwell, C., & Cassel, R. Teaching the profoundly retarded self-help activities by behavior shaping techniques. *American Journal of Mental Deficiency*, 1964-65, 69, 674-680.

Six severely retarded children were placed in a special unit and an attempt was made to improve their self-help behavior by the principles of behavior shaping.

Bensberg, J. J. *Teaching the mentally retarded, a handbook for ward personnel*. Atlanta: Southern Regional Educational Board, 1965.

This manual presents principles and methods for teaching the mentally retarded to be as independent as possible.

Colweel, C., Richards, E., McCarver, R., & Ellis, N. Evaluation of self-help habit training., *Mental Retardation*, 1973, 11, 14-18.

The training program was investigated at the Columbia State School, Louisiana, a new short-term residential facility for intensive self-help training for the severely retarded. Preliminary data is given regarding the extent to which certain children will benefit from self-help habit training.

Dittmann, L. L. *The mentally retarded child at home: A manual for parents*. Washington, D.C.: Children's Bureau, Welfare Administration, 1969.

This manual concentrates mainly on day-to-day activities for young retarded children.

Ellis, M. R. Toilet training the severely defective patient: A stimulus-response reinforcement. *American Journal of Mental Deficiency*, 1963, 68.

The aim of this paper is to present a theoretical analysis of "toilet-behavior" from the viewpoint of Molar Behavior Theory and to deduce implications for a training program. A stimulus reinforcement paradigm is adopted.

Gardner, J., M. *Behavior modification in mental retardation*. Orient, Ohio: Orient State Institute. 1970.

This annotated bibliography covers literature related to the applications of behavior modification to the training of the mentally retarded.

Giles, D. K. & Wald, M. M. Toilet training institutionalized severe retardates; An application of operant behavior modification techniques. *American Journal of Mental Deficiency*, 1966, 70, 5, 766-780.

The use of operant behavior modification techniques was evaluated in toilet training severely mentally retarded children in their usual institutional environment.

Gorton, C. E. & Hollis, J. H. Redesigning a cottage unit for better programming and research for the severely retarded, *Mental Retardation*, 1965, 3, 16-21.

To meet needs evident at the state hospital and training school, a system of care, treatment and training for the severely mentally retarded was developed.

Hollis, J. H. & Jorton, C. E. Training severely and profoundly developmentally retarded children, *Mental Retardation*, 1967, 5, 20-24.

Research application to the training of severely retarded children is surveyed. Surveys on behavior modification are discussed.

Hundziat, M., Maurer, R. A. & Watson, L. S. Operant conditioning in toilet training of severely retarded boys. *American Journal of Mental Deficiency*, 1965-66, 70, 120-125.

Twenty-nine severely retarded boys with IQ's ranging from 8-33 and chronological ages ranging from 7-14 and free from major physical handicaps were selected for a controlled study designed to test the efficiency of operant conditioning for toilet training.

Izutsu, S. A motivation and training program for the very severely and profoundly mentally retarded, *Occupational Therapy for the Multiply Handicapped Child*, 1965, 278-98.

A self-help training program for the profoundly mentally retarded at Waimano training School in Hawaii was presented.

Jorelick, M. C. Mother's patience key to toilet training. *Children Limited*, 1968, 17, 6, 7.

Energy, time and patience are needed to toilet train a retarded child. His abilities should not be underrated nor should he be overrated unrealistically.

Kimbrell, D. L. Institutional Environment developed for training severely and profoundly retarded. *Mental Retardation*, 1967, 5, 34-37.

The special problems of training and caring for 20 institutionalized severely mental retarded females with aggressive and destructive behavior are discussed.

Levine, M. L. & Elliott, C. B. Toilet training for profoundly retarded with limited staff. *Mental Retardation*, 1970, 8, 3, 48-50.

One hundred and three profound retardates were toilet trained with limited staff in a ten week program. Training was facilitated by a ten week course, practical applications of behavior modification. After the program a marked reduction of accidents was noticed.

Loltman, W. Toilet training. *American Journal of Mental Deficiency*, 1967, 71, 4, 551-557.

The longitudinal changes of toilet training patterns as related to variables of I.Q., chronological age, length of institutionalization, and behavior problems were investigated.

Rosenzweig, L. E. & Cong, J. *Understanding and teaching the dependent retarded child*. Connecticut: The Educational Publishing Corp., 1960.

Includes plans and procedures for developing a toilet training program.

Ross, P. Development of an intensive habit: Training unit at Austin State School. *Mental Retardation*, 1965, 3, 12-15.

A pilot project to develop self-help retarded children utilized operant conditioning techniques.

Spencer, R. L., Termelin, M. K., & Trousdale, W. W. Some correlation of bowel control in the profoundly retarded. *American Journal of Mental Deficiency*, 1968, 72, 6, 879-882.

The initial degree of bowel control in a six week training program was determined for 38 severely retarded subjects and related to measures of leg coordination, sociability and presence of brain damage and seizures.

Van Wageningen, R. K., Meyerson, L., & Kerr, N. J. Rapid toilet training learning principles and prothesis. *Proceedings of the 77th Annual Convention of the American Psychological Association*, 1969, 4, 2, 781-782.

The training program was based on a sequence of forward-moving events including repeated exposure to the discriminative auditory stimuli in the presence of body presence of body sensation associated.

6

MOTOR SKILLS

INDIVIDUALIZED EDUCATION PROGRAM

This curriculum is designed to serve as a guide and not a recipe for generating and developing relevant, age-appropriate curriculum for secondary level handicapped students in five developmental skills areas. It is important for every teacher to develop an individualized program appropriate to the needs of each individual student.

Throughout the following pages, the objectives stated in the Key Objectives Checklist have been broken into smaller skill components. These components are to be used as starting points and as a guide in developing the student's IEP. These skills, as presented, are not sufficient for thorough teaching and training. All the possible breakdowns cannot be included since there are an infinite number of them. Therefore, the teacher is encouraged to (a) adapt the skill listings and the evaluation procedures to the needs of the individual; (b) refer to the listed references; and (c) transfer job related information obtained from the natural environment (JFP) onto the appropriate profile sheet of instructional skills.

It is important that the teacher utilize several sources in developing a training program. The teacher can obtain information needed to develop a student's profile page by (1) *creating* his/her own list of skills, (2) *reviewing the literature* and adding additional skills, and (3) *inventorying the natural environment* where skills are performed. Each student profile page, in every developmental skill area, has been structured to allow for this.

COMPOSITION OF THE STUDENT PROFILE PAGE

Each student profile page contains a **TITLE**, corresponding to the developmental area being addressed (ADL, Motor, Communication, Quantitative, or Independent Living); a **KEY OBJECTIVE** (each developmental area lists these main objectives, which, when successfully attained by the student, will lead to mastery in the designated skill area); **SUB-OBJECTIVES** with a variety of numbered *skill listings*, which, when successfully attained, along with the additional skills listed by a teacher(s), will lead to mastery of that sub-objective; plus numbered spaces to add these additional skills.

In addition to these components, each page lists five **SOURCES OF ADDITIONAL INFORMATION** from which the teacher(s) might obtain relevant skills. These sources are:

(1) **INSTRUCTOR'S INGENUITY** - Teachers working with this population of students will have, in most cases, a multitude of skills which they have successfully used in training their students in a particular developmental area. It is recommended that the teacher(s) use his/her own creativity to articulate and design programs for training students to acquire the appropriate skills. There may also be some skills stated on the list that are not appropriate or will require modification. These changes should also be made.

(2) **JOB INVENTORY INFORMATION** - In order to make the training of each student as relevant and age-appropriate as possible, information on job possibilities needs to be gathered from the natural environment using the job skill inventory and corresponding common core skill listings. This information is then matched with the student's skills and added to the skill listings under the appropriate objective headings. (This matching process has been explained in the Student Scan Profile section of this book and in the Core Skill Listings section.)

(3) **EXISTING PROGRAMS IN PRINT** - In some cases it may also be necessary to gather additional information on a stated objective in order to develop a comprehensive training program. It is recommended that teacher(s) seek out reference programs and people located around the country engaged in training in the area of a particular objective. References should be listed under Existing Programs in Print.

(4) **RELATED REFERENCES** - The intent of this source is to gather more information. These references deal with a broader range of topics and are located at the end of each developmental section and in Appendix B. They are annotated to give the reader an idea of what the program is trying to accomplish.

(5) **OTHER/COMMENTS:** Space is provided for the teacher(s) to add additional resources not included on the profile page. This space can also be used for comments, narrative descriptions, notes of progress, etc.

Since there are a number of available resources, additional space may be needed. In Appendix C additional pages are provided for this purpose. It is suggested that these pages, when used, be placed behind the original working profile page and numbered appropriately.

EVALUATION

Space is provided for rating and evaluating the student on his/her progress as it coincides with the objectives. The rating and planning forms are designed to be consistent. There is one key used throughout the SFP. Consequently, the Student Profile page should be scored in the same way as the Key Objectives Checklist and Student Scan Profile, using the identical scoring and rating key. These two keys are listed at the bottom of each Student Skill Profile sheet.

It should be noted that some skills under each objective may be rated with a ✓ signifying student attainment of that skill, while other skills under the same objective might be rated with a P, denoting Progress or Partial Attainment of that skill, or with a NP or NA if No Progress has been made or the skill is Not Applicable at that time. The teacher(s) should then structure his/her training program around those skills that still need improvement. If a student's objective has been marked in the Key Objectives Checklist as having been successfully attained, then that notation is made on the corresponding Student Skill Profile page and the instructor would move to another objective or developmental area.

The CORE of a student's Individualized Education Program (IEP) is developed through this detailed assessment which leads to a plan of individual instruction utilizing a relevant, age-appropriate curriculum designed to meet the needs of an individual student.

MOTOR SKILLS

Student's Name: _____

I. Key Objective: COORDINATED MOVEMENT

A. Objective: BASIC LOCOMOTOR MOVEMENT

Detailed Skill Listing:

1. Walking
2. Running
3. Jumping with two feet together
4. Climbing and descending stairs

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Additional skills to be determined by Instructor
(use sources of ADDITIONAL INFORMATION for assistance)

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Sources of Additional Information:

1. Instructor's Ingenuity
2. Job Inventory Information (Job Functional Profile)
3. Existing Programs in Print
4. Related References (refer to back of Motor Skills section)
5. Other/Comments

RATING KEY

✓ = Skill Fully Attained
P = Progress or Partial Attainment
NP or NA = No Progress or Not Applicable

RATER CODE

T = Teacher
A = Aide
P = Parent

C = Rehab. couns.
O = Other

MOTOR SKILLS

Student's Name: _____

I. Key Objective: COORDINATED MOVEMENT

Date: _ _ _ _

B. Objective: NON-LOCOMOTOR MOVEMENT

Detailed Skill Listing:

1. Stooping to look at something on or near the floor
2. Pushing and pulling a large object while remaining stationary (e.g. closing the door of a building or car)

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Additional skills to be determined by Instructor
(use sources of ADDITIONAL INFORMATION for assistance)

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MOTOR SKILLS

Student's Name: _____

I. Key Objective: COORDINATED MOVEMENT

C. Objective: MANIPULATIVE MOVEMENT

Detailed Skill Listing:

1. Holds objects properly, using dominant hand
 - a. pencil, crayon, chalk
 - b. eating utensils
 - c. tools such as hammer, screwdriver
2. Handles everyday objects in precise, coordinated manner
 - a. buttons, unbuttons, zips, unzips, unsnaps, snaps own clothing
 - b. uses a cup and saucer
 - c. pours from a pitcher
 - d. ties own shoes, necktie
 - e. uses scissors to cut out picture
 - f. sews on a large button

Additional skills to be determined by Instructor
(use sources of ADDITIONAL INFORMATION for assistance)

3.

4.

5.

Sources of Additional Information:

1. Instructor's Ingenuity
2. Job Inventory Information (Job Functional Profile)
3. Existing Programs in Print
4. Related References (refer to back of Motor Skills section)
5. Other/Comments

Date: _____

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MOTOR SKILLS

Student's Name: _____

I. Key Objective: COORDINATED MOVEMENT

Date: _____

D. Objective: COORDINATED LOCOMOTOR, NON-LOCOMOTOR AND MANIPULATIVE MOVEMENTS

Detailed Skill Listing:

1. Gets on and off an escalator, holding the hand rail
 2. Walks through a revolving door
 3. Stoops to lift an object
 4. Sweeps or mops the floor, shovels snow, digs a hole
 5. Wraps a string around newspapers, and ties a bow
 6. Uses a screwdriver to pry something open
 7. Uses simple tools: paint brush, roller (e.g. saws a length of wood; hammers a nail; screws and unscrews a screw)
 8. Uses kitchen implements (e.g. stirs with a rotary egg beater; pares vegetables with a sharp knife; cleans a spot with a scouring pad)
 9. Climbs and descends (backwards) a step ladder; a ring ladder
- Additional skills to be determined by Instructor
(use sources of ADDITIONAL INFORMATION for assistance)
- 10.
 - 11.
 - 12.

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O = Other

MOTOR SKILLS

Student's Name: _____

II. Key Objective: PERCEPTUAL-MOTOR BEHAVIORS

Date: _____

A. Objective: BODY CONTROL AND AWARENESS

Detailed Skill Listing:

- | | | | | |
|--|--------------------------|--------------------------|--------------------------|--------------------------|
| 1. (Balance) Can walk the length of a balance beam, turn around and walk back without losing balance | ☐ | ☐ | ☐ | ☐ |
| 2. (Bilaterality) Can catch and throw to a target a large (playground) ball, using both hands | ☐ | ☐ | ☐ | ☐ |
| 3. (Laterality sidedness) Can throw a softball underhand to a target with the dominant hand, stepping forward with the opposite foot | ☐ | ☐ | ☐ | ☐ |
| 4. Shows awareness of body relationship to surrounding space by moving through narrow spaces without bumping the wall or objects; can run an obstacle course avoiding objects. | ☐ | ☐ | ☐ | ☐ |

Additional skills to be determined by Instructor
(use sources of ADDITIONAL INFORMATION for assistance)

- | | | | | |
|----|--------------------------|--------------------------|--------------------------|--------------------------|
| 5. | ☐ | ☐ | ☐ | ☐ |
| 6. | ☐ | ☐ | ☐ | ☐ |
| 7. | ☐ | ☐ | ☐ | ☐ |

Sources of Additional Information:

1. Instructor's Ingenuity
2. Job Inventory Information (Job Functional Profile)
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MOTOR SKILLS

Student's Name: _____

II. Key Objective: PERCEPTUAL-MOTOR BEHAVIORS

B. Objective: VISUAL SKILLS

Date: _ _ _ _

Detailed Skill Listing:

1. Can sort objects on the basis of shape (e.g. separate silverware)
2. Can sort objects on the basis of size (e.g. separate plates of various sizes)
3. Can sort objects on the basis of color (e.g. when sorting laundry, find the objects that are yellowed and need bleach)
4. (Tracking) Head and eyes follow a moving object, such as a plane, car, runner in a race or cartoon character in a movie
5. (Figure-ground differentiation) Consistently selects the dominant figure from the background

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Additional skills to be determined by Instructor
(use sources of ADDITIONAL INFORMATION for assistance)

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Sources of Additional Information:

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2. Job Inventory Information (Job Functional Profile)
3. Existing Programs in Print
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MOTOR SKILLS

Student's Name: _____

II. Key Objective: PERCEPTUAL-MOTOR BEHAVIORS

Date: _____

C. Objective: AUDITORY SKILLS

Detailed Skill Listing:

- | | | | | |
|---|--------------------------|--------------------------|--------------------------|--------------------------|
| 1. Can recognize sources of similar sounds, such as calls of different animals or voices of two people | ☐ | ☐ | ☐ | ☐ |
| 2. Can recognize direction for which sound is coming, such as a honking horn; where the person speaking in a group is located | ☐ | ☐ | ☐ | ☐ |
| 3. Can track sounds, such as a moving ambulance, an airplane obscured by clouds | ☐ | ☐ | ☐ | ☐ |
| 4. Can recognize a pattern and sequence of sounds, such as a simple tune, the distinctive call of a particular bird, or bark of known dog | ☐ | ☐ | ☐ | ☐ |
| 5. Can reproduce a pattern and sequence of sound, such as imitating an animal call or repeating a hummed note pattern | | | | |

Additional skills to be determined by Instructor
(use sources of ADDITIONAL INFORMATION for assistance)

- | | | | | |
|----|--------------------------|--------------------------|--------------------------|--------------------------|
| 6. | ☐ | ☐ | ☐ | ☐ |
| 7. | ☐ | ☐ | ☐ | ☐ |
| 8. | ☐ | ☐ | ☐ | ☐ |

Sources of Additional Information:

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2. Job Inventory Information (Job Functional Profile)
3. Existing Programs in Print
4. Related References (refer to back of Motor Skills section)
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MOTOR SKILLS

Student's Name: _____

II. Key Objective: PERCEPTUAL-MOTOR SKILLS

D. Objective: TACTILE SKILLS

Date: _ _ _ _

Detailed Skill Listing:

1. Can determine the composition of an object by touch when blindfolded
2. Is aware of surface underfoot without listening or looking, especially when barefoot
3. Can use fingers to determine whether an object has some characteristic (e.g. smoothness of filed fingernail)

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Additional skills to be determined by Instructor
(use sources of ADDITIONAL INFORMATION for assistance)

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MOTOR SKILLS

Student's Name: _____

II. Key Objective: PERCEPTUAL-MOTOR BEHAVIORS

E. Objective: COORDINATED PERCEPTUAL-MOTOR SKILLS

Detailed Skill Listing:

1. Can trace or reproduce pattern of letter
2. Can color, paint or otherwise fill in within boundaries

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Additional skills to be determined by Instructor
(use sources of ADDITIONAL INFORMATION for assistance)

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MOTOR SKILLS

Student's Name: _____

III. Key Objective: PHYSICAL ABILITIES

A. Objective: ENDURANCE

Date: _____

Detailed Skill Listing:

1. Has muscular endurance to engage in a single strenuous activity such as swimming
or
distance running without stopping for at least 10 minutes
2. Has cardiovascular endurance to engage in jogging or running up and down four
flights
of stairs without undue breathlessness

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Additional skills to be determined by Instructor
(use sources of ADDITIONAL INFORMATION for assistance)

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Sources of Additional Information:

1. Instructor's Ingenuity
2. Job Inventory Information (Job Functional Profile)
3. Existing Programs in Print
4. Related References (refer to back of Motor Skills section)
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P = Parent

? = Rehab. couns.
J = Other

MOTOR SKILLS

Student's Name: _____

Date: _____

III. Key Objective: PHYSICAL ABILITIES

B. Objective: STRENGTH

Detailed Skill Listing:

- | | | | | |
|---|--------------------------|--------------------------|--------------------------|--------------------------|
| 1. Has arm strength to do five pushups or pullups | ☐ | ☐ | ☐ | ☐ |
| 2. Has leg strength to climb four flights of stairs, kick the length of a pool with a kickboard, pedal a bicycle one mile | ☐ | ☐ | ☐ | ☐ |
| 3. Has strength of combined muscles to lift a 40 pound weight and carry it fifty feet | ☐ | ☐ | ☐ | ☐ |
| 4. Can engage in feats of strength such as arm and leg wrestling and tug of war | ☐ | ☐ | ☐ | ☐ |

Additional skills to be determined by Instructor

(use sources of ADDITIONAL INFORMATION for assistance)

- | | | | | |
|----|--------------------------|--------------------------|--------------------------|--------------------------|
| 5. | ☐ | ☐ | ☐ | ☐ |
| 6. | ☐ | ☐ | ☐ | ☐ |
| 7. | ☐ | ☐ | ☐ | ☐ |

Sources of Additional Information:

1. Instructor's Ingenuity
2. Job Inventory Information (Job Functional Profile)
3. Existing Programs in Print
4. Related References (refer to back of Motor Skills section)
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MOTOR SKILLS

Student's Name: _____

III. Key Objective: PHYSICAL ABILITIES

C. Objective: AGILITY

Date: _____

Detailed Skill Listing:

1. Can quickly start, stop and change direction when moving, such as in dodgeball
2. Is dexterous and efficient in manipulative activities such as tying shoes

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Additional skills to be determined by Instructor
(use sources of ADDITIONAL INFORMATION for assistance)

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Sources of Additional Information:

1. Instructor's Ingenuity
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O = Other

MOTOR SKILLS

Student's Name: _____

III. Key Objective: PHYSICAL ABILITIES

D. Objective: TIMING

Detailed Skill Listing:

1. Performs eye-hand responses, such as striking a fly or hitting a mosquito
2. Performs eye-foot responses, such as stepping on an escalator or operating a machine stapler
3. Times other eye-body movements well, such as moving through a revolving door

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Additional skills to be determined by Instructor
(use sources of ADDITIONAL INFORMATION for assistance)

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Sources of Additional Information:

1. Instructor's Ingenuity
2. Job Inventory Information (Job Functional Profile)
3. Existing Programs in Print
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MOTOR SKILLS

Student's Name: _____

IV. Key Objective: MOVEMENT COMMUNICATION

A. Objective: POSTURE AND CARRIAGE

Detailed Skill Listing:

1. Holds body and head upright and shoulders back when sitting
2. Holds body and head upright and shoulders back when standing
3. Holds head up and shoulders back when walking and swings arms naturally
4. Lifts feet when walking

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Additional skills to be determined by Instructor
(use sources of ADDITIONAL INFORMATION for assistance)

- 5.
- 6.
- 7.

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Sources of Additional Information:

1. Instructor's Ingenuity
2. Job Inventory Information (Job Functional Profile)
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4. Related References (refer to back of Motor Skills section)
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O = Other

MOTOR SKILLS

Student's Name: _____

IV. Key Objective: MOVEMENT COMMUNICATION

B. Objective: GESTURES

Date: _ _ _ _

Detailed Skill Listing:

1. Performs social gestures, such as waving in a coordinated and unexaggerated manner
2. Has a repertoire of other gestures such as motioning another to come; asking for silence by putting finger across lips

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Additional skills to be determined by Instructor
(use sources of ADDITIONAL INFORMATION for assistance)

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✓ = Skill Fully Attained
P = Progress or Partial Attainment
NP or NA = No Progress or Not Applicable

RATER CODE

T = Teacher
A = Aide
P = Parent

C = Rehab. couns.
O = Other

MOTOR SKILLS

Student's Name: _____

IV. Key Objective: MOVEMENT COMMUNICATION

C. Objective: FACIAL EXPRESSIONS

Detailed Skill Listing:

1. Generally holds facial muscles in relaxed and pleasant fashion
2. Smiles, laughs, frowns at appropriate times and in unexaggerated fashion

☐ ☐ ☐ ☐

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Additional skills to be determined by Instructor
(use sources of ADDITIONAL INFORMATION for assistance)

- 3.
- 4.
- 5.

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Sources of Additional Information:

1. Instructor's Ingenuity
2. Job Inventory Information (Job Functional Profile)
3. Existing Programs in Print
4. Related References (refer to back of Motor Skills section)
5. Other/Comments

RATING KEY

✓ = Skill Fully Attained
P = Progress or Partial Attainment
NP or NA = No Progress or Not Applicable

RATER CODE

T = Teacher
A = Aide
P = Parent

C = Rehab. couns.
O = Other

PROGRAMS IN PRINT

GROSS MOTOR DEVELOPMENT

Allen R., Barinette W., Colaman E., Grimm, J., Holland, R.L., Jessup, H. M., Mumford, B., Noonan, W. Jr., Stein, J., Sullivan, M. E., & Vitacco, A. G. *Physical activities for the mentally retarded: Ideas for instruction*. Washington, D.C.: AAMPER, 1968.

Explains basic movement patterns, fundamental motor skills, initial perceptual development, primitive conceptual formation, and development of self-awareness.

American Association for Health, Physical Education and Recreation. *Psychomotor function, physical education, and recreation for the severely and profoundly retarded*. Washington, D.C.: AAMPER, 1966.

The book explains various psychomotor skills, and physical education for these students. Such things involved are physical fitness programs and developmental activities.

Anderson, R., Bergowski, E., & Blodgett, W. H. *A code method for evaluation function in cerebral palsy*. Detroit Orthopedic Clinic.

Deals with four charts that are integrated by a common coding system. These codes compare the developmental level of the handicapped with normal levels to age five. It contains one section for hand facility, with chart and grading instruction for same. Material is also available for balance and locomotion.

Andrews, G. *Creative rhythmic movement for children*. Englewood Cliffs, N.J.: Prentice-Hall, Inc., 1954.

This book is predicated on the theory that children are different and that they all possess varying degrees of creativity. Since movement is a natural and vital means of expression, the book uses movement education, exploration, and development as means for developing better ways of understanding and working with children. The methods discussed have proved to be quite effective with retarded children on all levels.

Blanton, E. *Development according to mental age*. Richmond, Va.: Richmond Consultation and Evaluation Clinic.

Motor characteristics of children and appropriate age levels are discussed. Helpful for the teacher planning a program.

Bonnett, E. E. & Pastovic, J. J. *Instruction for the profoundly mentally retarded*. Ebensburg, Pa.: Appalachia Intermediate Unit 08.

This manual gives samples of: pupil summaries; preparation for instruction in the home; classroom programs; classroom for the profoundly retarded; checklists of competencies; a list of daily objectives, monthly objectives; procedures; and reports.

Bradley, W. T., Konicki, G., & Loedy, C. *Daily sensorimotor training activities*. New York: Educational Activities, Inc. 1968.

The book presents sensorimotor activities for preschool children that can be integrated with the curriculum and equipment in a preschool center. The book is set up in weekly plans covering body image, space and direction, balance, basic body movement, hearing discrimination, symmetrical activities, eye-hand coordination, eye-foot coordination, form perception, rhythm, large muscle, fine muscle and games.

Bucks County Public Schools. *Bucks county intermediate unit program for the severely and profoundly handicapped*. Doylestown, Pa.: Intermediate Unit 22.

This program gives the area of motor development and some skills to be developed. It contains an evaluation checklist that will show even a minor change.

Carlson, B. W., & Ginglend, D. R. *Play activities for the retarded child*. Nashville, Tenn.: Abingdon Press, 1961.

A guide for parents and teachers, the experienced or the inexperienced in conducting play and recreational activities for the retarded. Sections include specific play activities in these categories: games, crafts, musical activities, and informal and imaginative play. The needs and special problems of retarded are discussed. Activities are classified on the basis of these developmental areas: mental health, social, physical, language, and intellectual.

Clarke, J. J. & Haar, F. B. *Health and physical education for the elementary school classroom teacher*. Englewood Cliffs, N.J.: Prentice-Hall, Inc., 1964.

A standard elementary school physical education textbook. Chapters deal with specific activities in these areas: exercises, stunts, and apparatus; games and sports; rhythms and singing dances; and folk dances. Activities are classified into three categories according to developmental level of the child. Excellent chapters also deal with the need for physical education, the objectives of the program, child growth, and individual differences in the attainment of motor skills.

Cratty, B. J. *Developmental sequences of perceptual-motor tasks*. Freeport, Long Island, New York: Educational Activities Inc., 1967.

This publication presents appropriate movement activities for neurologically handicapped and mentally retarded children and youth. The emphasis is upon physical education not only as a means of facilitating motor skills and physical fitness, but also as a way of enhancing the learning process for children with intellectual deficits or learning disorders. This publication was initially written for experimental use in response to specific requests by special educators for a guide that could be employed by teachers of educationally handicapped and mentally retarded children. It is a highly useful reference for all interested in providing meaningful motor experiences for the retarded.

Cureton, T. K. *Physical fitness and dynamic health*. New York, N.Y.: Dall Press, 1965.

In addition to the "why" of physical fitness, the author presents a series of simple tests by which fitness can be measured and outlines in carefully illustrated detail a program for getting into top-notch condition. A system of exercises for developing particular parts of the body is included.

Davis, P. A. *Teaching physical education to mentally retarded*. Minnesota: T. S. Denison and Company Inc., 1968.

Methods for teaching physical education to all types of the mentally retarded are presented. Also, general objectives are listed for the physical education program and movement program.

Diem, L. *Who can?* Dowers Grove, Ill.: George Williams College, 1962.

This book illustrates and outlines programs and procedures for the development of ball skills and basic body movements, based on the author's physical education work in Cologne, Germany.

Fait, H. *Special physical education: adapted, corrective, developmental*. Philadelphia: W. B. Saunders Co., 1966.

This is the revised and enlarged edition of the author's original *Adapted Physical Education*. Chapters deal with the organization, administration, supervision, and teaching of adapted, corrective, and developmental physical education in different environmental settings to individuals with a variety of impairments. Special consideration is also given to the problems of the mentally retarded. In addition to a chapter discussing some of the theoretical and practical considerations of programming for the mentally retarded, a special section deals with physical fitness testing of the retarded. The tests and procedures offered are based on the author's personal study and investigation at Mansfield State Training School and Hospital in Connecticut.

Finnie, R. *Handling the young cerebral palsied child at home*. New York: E. P. Dutton & Co. Inc.

Written primarily for parents of cerebral palsied children, the text discusses and illustrates methods for handling the child in daily activities. Introduced with a questionnaire concerning developmental stages and activity levels, the manual describes the most common difficulties of the spastic, athetoid, ataxic, or flaccid child. Drawings and explanations included concern, general advice, the development of movement, carrying, bathing, toilet training, dressing, feeding, transporting devices, sleeping, play, and linking play with everyday activities. Also provided are lists of additional readings, terminology, and suppliers of accessories and equipment.

Gesell, A. & Amatruda, S. *Developmental diagnosis: normal and abnormal child development*. New York: Harper and Row.

The second edition of the text examines normal, atypical, and abnormal expressions of early child development, consistently emphasizing the central problem of diagnosis and diagnostic methods. Part one, providing an overview of early child development, outlines basic principles and methods. The nature of behavior and mental growth is discussed. A detailed chapter on the norms of development integrates the developmental tests, behavior characteristics, and growth trends of the behavior patterns for the first four years of life. Part two, concerned with defects and deviations in development in relation to normal criteria, covers amnesia and retardation, endocrine disorders, cognitive disorders, neurological diagnosis of infant behavior, cerebral injury, blindness, deafness, prematurity, environmental retardation, and the clinical aspects. Effects of these conditions on performance, trends of development, and personality organization are considered. These chapters on developmental defects and deviations are particularly directed to the medical practitioner. Part three deals with methods of early child development through private medical practice and public health measures. A chapter on developmental pediatrics discusses this form of clinical medicine concerned with the diagnosis and supervision of child development, with implications for the social aspects of medicine. Lengthy appendixes contain information on various developmental test procedures, a comprehensive growth trend chart intended as a very detailed guide for case interpretation, and discussions of examination equipment, cinematic case studies, literature on developmental guidance, and professional training for developmental pediatrics.

Godfrey, G. & Thompson, M. *Movement pattern checklist*. Columbia, Missouri: Kelly Press Inc., 1966.

These checklists have been devised for evaluating a number of basic movement patterns and can be used as they are or adapted to the needs of particular situations. Included are a Movement Profile Sheet for summarizing the information from the checklists and a movement Pattern Checklist for evaluating general elements and deviations of all patterns on a single sheet. Evaluations based on "pattern elements present" and "deviations noted" should be of help to all involved with or interested in determining an individual's movement pattern characteristics and problems.

Grodén, G. Relationships between intelligence and simple and complex motor proficiency. *American Journal of Mental Deficiency*, 1969.

Substantial relationships were found between intellectual and motor proficiency in tests administered to 54 outpatient children of a mental retardation facility. Furthermore, it was found that a sizable relationship between scores on the intellectual and complex motor proficiency tests remained after possible influences of purely motor disabilities as reflected by relatively simple motor tests were controlled.

Humphrey, J. *Child learning through elementary physical education*. Dubuque Iowa: Wm. C. Brown, 1965.

This book deals with physical education as a specific subject within the school curriculum that makes significant and unique contributions to the total growth and development of the child and aids in the fulfillment of the aims and objectives of education in general. It also deals with the potential of physical education to serve as the core around which learning experiences in reading, mathematics, science, and social studies can be developed. This is not an activities book, but one that attempts to provide an understanding of the impact of physical education as a potential tool in the education of the elementary school child. As such, it can be used as a resource book for the teacher of the mentally retarded in developing a rationale for the place of physical education in the curriculum of the retarded.

Hurlock, E. B. *Child development*. New York: McGraw-Hill Company.

The text on child development begins with explanation of some traditional beliefs (old wives' tales) about children that can be psychologically damaging, explanation of methods used and difficulties encountered in the scientific study of children. General principles relating to rate, predictability, stages, and other characteristics of development are stated. Discussion of foundations of developmental pattern covers heredity and prenatal development. Possible effects of birth on development are identified. Following major sections focus on physical, motor, speech, emotional, and social development.

Hutt, M. L. & Gibby, R. G. *The mentally retarded child*. Boston: Allyn & Bacon Inc., 1965.

It points out three basic aspects of perceptual-motoric training. Gives some skills to be taught.

Jordan, T. *Development and disability at age four: a prospective longitudinal study*. (BEH, Dept. HEW), Washington, D.C.: U. S. Government Printing Office.

The report was explained to be one in a series of products designed to provide an inferential base for planning instructional strategies. Considered were biological and socially adverse states around birth and measures of attainment in three domains at the end of the preschool years. Early child development was first reviewed. The preschoolers examined were the 1965 cohort of 1003 infants who were 50% biological risk and 50% nonrisk. Criteria for selection of experimental subjects were disorders of pregnancy and gestation, delivery, neonatal effects, and any combination of these. It was hypothesized that the four categories of early developmental risk and social class were significant influences on child growth and measured in physical, motor, and cognitive domains at four ages of thirty six, forty eight, and fifty four months. The statistical model employed was multiple linear regression. Regressive models of development were compared. Predictors and criteria for each of the four ages were reported. The models were found to vary considerable in their capacity to account for criterion variance. Results showed that at thirty six months, consideration of the three domains of development indicated that cognitive attainment was most predictable, and that at the later ages, social class was usually more influential than biological risks on cognitive attainment.

State Department of Mental Health, Division of Mental Retardation Services. *Day camping for the severely mentally retarded*. Illinois: Kock, A. S., 1970.

Explains guidelines for establishing day camping programs and physical activities for the severely retarded.

Kephart, N. C. *The slow learner in the classroom*. Columbus, Ohio: Charles H. Merrill Books inc., 1960.

Two chapters, Motor bases of achievement and Sensory motor training, are particularly good. The former deals with the muscular basis of behavior, posture, laterality, directionality, and body image. The latter deals with specific activities (walking board, balance board, trampoline, stunts, games, and rhythm). There is a good section on testing the sensory-motor ability of the youngster.

Kirchner, G. *Physical education for the elementary school child*. Dubuque, Iowa: Wm. C. Brown, 1966.

This is designed as a basic reference for those concerned with elementary school physical education. The profuse illustrations and accompanying explanatory materials make it a most valuable resource for the classroom teacher and physical education specialist alike. Activities and presentations are based on the growth and development patterns of children, interests of youngsters, and the field experiences of a number of successful teachers. Activities are divided according to primary and intermediate levels and categorized as rhythms, self-testing activities, games, and physical fitness evaluation. Teachers of the mentally retarded will find this a most interesting, stimulating, and valuable book.

Letchaw, M. & Egstron, G. *Human movement*. Englewood Cliffs, N.J.: Prentice Hall inc., 1969.

The book contributes to the understanding of concept formation in the areas of human movement and biological development by giving formation that the child may acquire through participation in movement activities. The book included such things as: movement, mechanics of movement, strength, endurance, posture, running activities, and throwing activities.

Lie, T., Pomeroy, J., Bowers, L., Meisgerier, C., Crotty, B., & Hillman, W. A., Jr. *Programming for the mentally retarded*. Washington D.C.: AAHPER Publications, 1968.

The book is concerned with papers & presentations on physical education and recreation for the retarded. It presents an approach to programming play facilities and equipment. It also has a program for developmental motor activities.

Lowendahl, E. *Exercises for the mentally retarded: How to develop physical functions in the growing child*. Swarthmore, Penn.: A.C. Croft, Inc.

A guide to motor growth and development in the mentally retarded child. Summarizes basic principles in interpreting physical levels and teaching methods. For age level from three to sixteen years, an outline presents stages of skeletal and nerve muscle growth, objectives, suggested exercises, and physical activities.

Mafex Associates, Inc. *Manual or perceptual-motor-activities: A guide for elementary physical education and classroom teachers*. Johnstown, Penn., Author.

The manual is designed to provide classroom teachers and physical educators with information on new techniques in perceptual motor training. The need for physical education, the purpose of the manual, the philosophical background, a glossary of definitions, and a hypothetical case are presented as introductory matter. Diagnostic tools are discussed and listed, programming techniques are illustrated, and possible activities outlined. Methods of relating physical activities to classroom activities are reviewed, and games are described. Obstacle courses are suggested for equipment utilization. Each section includes diagrams and step-by-step instructions for practical application.

Morgan, C. W., Meyer, M. W., Stein, J. U., Anderson, J. M., Barke, F. G., Myers, A. P., Milo, E., Geer, W., & Weiner, B. B. *Recreation and physical activity for the mentally retarded*. Washington, D. C.: AAHPER, 1966.

The book describes who the mentally retarded and the results of instructional play activities. Play objectives and desired outcomes are also noted.

Morgan, R. E., & Adamson, G. T. *Circuit training*. London, England: G. Bell and Sons, Ltd., 1959.

The first complete and authentic account of circuit training ever published. The principles and methods of circuit training, descriptions and photographic illustrations of recommended exercises, and observations on exercise selection and classification, supported by the detailed analysis of individual exercises, make up the major part of this book. This program has been successfully used with the retarded.

Morgan, J. B. *Developmental psychology*. Jamaica, New York: St. John's University Press.

Although cognizance is taken of the age-level approach to developmental psychology by distributing studies, where available and applicable, among different age groups, the basic framework of the text is the vertical dimensions of growth. Following a discussion of various theories of developmental psychology and the methods, tools, and subjects of this discipline, major units cover the following aspects of growth: physical (the newborn), development and learning (heredity, environment, readiness, learning studies), motor (locomotion, hand and arm movements, social interrelationships), emotional (theories, physiological inducers, socially disintegrative and positive-integrative emotions), intellectual (perception, concepts, intelligence), language (communication, vocabulary, content, reading), social (origin, trends, sociometry, sex role, personal values), and personality adjustment and development (tests, consistency, personality disorders). Included are an extensive bibliography and a list of suggested readings.

Pennsylvania Department of Education. *Challenge to change*. Harrisburg, Penna.: Author, 1970.

This book tells about program guidelines in physical education for the severely retarded. Programs, charts, and checklists are given.

Pennsylvania Department of Education. *Compete*. Harrisburg, Penna.: Author, 1972.

Broken down in modules, a list of objectives and possible methods and materials to be used by the teacher.

Perry, N. *Teaching the mentally retarded child*. New York, N. Y.: Columbia University Press, 1960.

This contains background and research materials. One chapter deals with physical activities classified according to beginner, intermediate, and advanced.

National Council on Physical Education. *Physical education file*. South Orange, N. J.: Author, 1964, 3 vols.

This three-volume file is designed so that program activities can easily and quickly be effected through a series of sequential, progressive, and correlated lesson guides. A teacher's manual is a part of each file, giving additional information about the activities and many valuable teaching hints and suggestions. Activities are classified according to the following categories: marching and tactics, basic coordination, calisthenics, sports skills, games, relays, story plays, rhythms, mimetics, stunts, and testing. The sequential nature of this presentation makes it applicable to the mentally retarded.

Roberts, J., Murray, R., & Baldwin, N. *A program for the profoundly retarded at an institution in Bucks County*. Doylestown, Penna.: Intermediate Unit 22.

The program allows for an individualized motor development program. They see the child three or four times a week. With the help of physical therapist, teacher, and aide, the specific motor-oriented behavioral objectives are planned.

Robins, F., & Robins, J. *Educational rhythemics for mentally handicapped children*. New York, N. Y.: Horizon Press, 1965.

This book presents the approach of a group in Switzerland in using fundamental rhythms with the retarded. The book is well-illustrated, and explanations of the various movements are well-described. Activities, moving from the simple to the more difficult, are of the type known as movement exploration in this country. There is a recent supplement to this edition of the publication.

Rur, R. E. Suggestion from the field: Standing platforms for non-ambulatory patients. *Physical Therapy*, 1971, 51(9), 1015-1016.

Teaching ambulation to nonambulatory children by using standing platforms is discussed. Research cited indicates that delay in motor skill development interferes with potential growth: psychological development, intelligent behavior, emotional expression and control, language and thought. Because nonambulatory children are unable to bear weight and balance in the upright position by themselves, a method of teaching them ambulation is through the use of individual or group standing platforms. The standing platform can be used with or without gutter splints to maintain stability of the lower extremities while allowing freedom of movement of the head, neck, trunk, and upper extremities. The platform's design and function provide children with the security and opportunity to develop strength, endurance, balance, and coordination, to stretch undesirable contractures, to perceive different sensations, and to engage in interpersonal interactions. Pictures and construction details for group platforms are included.

Schlotter, B., & Svendsen, M. *An experiment in recreation with the mentally retarded*. Springfield, Ill.: State Department of Public Welfare, 1951.

This describes an experiment in recreation programming at the Lincoln State School and Colony. Detailed analysis and discussion are given to organization of the program, participants' response to activities, play equipment, and facilities used. Activities are indexed in five ways: alphabetical, complexity, motor activity, equipment, and social interaction. Much emphasis is placed on the importance of care in selecting activities for the recreation program for the retarded.

Sisters of St. Francis of Assisi. *Physical education curriculum for the mentally handicapped*. Milwaukee, Wisc.: Cardinal Stritch College, 1962.

This guide, based upon the experience gained in teaching the mentally retarded by the Sisters of St. Francis of Assisi in the St. Coletta Schools, presents a sequential curriculum specifically designed for these children. Games and exercises requiring high level organization and complex response are omitted or presented in modified form. Rhythmic response activities, group games, physical fitness exercises, relays, and self-testing activities are grouped into five functional levels (MA 3.0 to 12.0) with detailed descriptions, procedures, and teaching suggestions for each. Review of activities from preceding levels is emphasized. Lists of usable books, filmstrips, and records are appended. This book is highly recommended as a resource for those involved in physical education or recreation programs for the mentally retarded.

Smith, D. K. *M-A-P project skill development checklist*. Indians Armstrong Counties: Area Intermediate Unit 28, 11973.

Lists include various motor skills and five possible development levels. Directions are to mark category that describes child's current level of behavior and write any specific behaviors of interest.

Tanner, J. N. & Inhelder, B. *Discussions on child development*. (Vol. 1), New York: International Universities Press, inc.

The compilation of discussions includes the following areas: the physical and physiological aspects of child development, the behavior of new-born anencephalics, criteria of the stages of mental development, and comparative behaviorology. Also described are the electroencephalographic development of children, stages of psychological development, psychoanalytic instinct theory, and the cross-cultural approach to child development problems. Those involved in the discussions were John Bawly, Frank Fremont-Smith, G. R. Hargreaves, Barbel Inhelder, Konrad Z. Lorenz, Margaret Mead, K. A. Melin, Marcel Monnier, Jean Piaget, A. Redmond, R. R. Struthers, J. M. Tanner, W. Grey Walter, Rene Zazzo, J. C. Carothers, E. E. Krapf, and Charles Odier. The text represents the notes from the first of several annual meetings. Additional records of the discussions may be found in ED 005 920, 21, and 22.

Valett, R. E. *The remediation of learning disabilities: A handbook of psychoeducational resource programs*. Palo Alto, Ca.: Fearon Publishers.

The handbook presents a series of concrete activities and exercises for children with learning disabilities. Fifty-three basic learning abilities or resource programs are grouped under six major areas — gross motor development, sensory motor integration, perceptual motor skills, language development, conceptual skills, and social skills. Each ability is defined operationally, illustrated, and provided with an educational rationale. Also, each activity is considered as a developmental task, and beginning, middle and advanced level program ideas are suggested. A sample program worksheet, reference to related programs, suggestions for instructional materials and relevant educational and diagnostic aides, and supplementary readings are provided for all 53 programs. Forms for pupil evaluation and pupil progress reports are included. The book, presented in loose leaf format, is intended for modification and extension by its users.

Wickstram, R. L. *Fundamental motor patterns*. Philadelphia, Penna.: Lea and Febiger.

Introduced by a discussion of movement terminology, motor developmental patterns, sport skill patterns, literature related to motor skills, and a study of movement and mechanics, the text describes in detail six major motor skills. The use of many drawings based on films of actual movements illustrates each skill pattern. Performance, the development of form, the mature pattern, the mechanical principles involved, the use or adaptations of the basic patterns in sports, and an analysis of form are discussed for each of the following skills: running, jumping, throwing, catching, kicking, and striking.

SENSORY AND MOTOR DEVELOPMENT

Alpern, G. Effect of selected combinations of stimuli on communicative responses of children with Down's syndrome. *Dissertation Abstracts International*, 1972, 3, (1), 4922-23.

This study was designed to measure effects of stimuli combinations. Independent variables included auditory-visual stimuli, auditory-gestural stimuli, visual-gestural stimuli, sensory-motor stimuli, and no stimuli. Conclusions indicated that response frequency increased when DS children were presented paired combinations of stimuli.

Auxter, D. Motor skill development in the profoundly retarded. *Training School Bulletin*, May 1971, 5-9.

The article discusses implementation and effects of a gross motor program that was designed to increase motor skills among profoundly retarded individuals.

Burt, M. M Perceptual deficits in hemiplegia. *American Journal of Nursing*, May 1970, 1026-1029.

Constructive comments are given regarding hemiplegia patients in a sensory development environment.

Chandler, L. S., & Adams, M. A. Multiply handicapped children motivated for ambulation through behavior modification. *Physical Therapy*, 1972, 52, (3).

A multiply handicapped severely mentally retarded eight-year-old boy with special health problems became an independent walker following a 28-day motor program using behavior modification.

Cooksley, Oscille, Haftin. *Teaching manual for sensory stimulation*. Austin, Texas: Austin State School.

A teaching manual for sensory stimulation-instruction for the bedfast multiply handicapped retardate.

Fiorentine, M. R. *Normal and abnormal development: The influence on motor development*. Springfield, Ill.: Charles C. Thomas, 1972.

The normal and the abnormal aspects of motor development with recommendations concerning sensory-motor experiences for cerebral palsied children.

Fletcher, H. L. Getting results from movement exploration. *Academic Therapy Quarterly*, Fall 1972, 27-32.

A description of movement exploration: benefits and techniques.

Fredericks, B. H. *The teaching research motor-development scale for moderately and severely retarded children*. Springfield, Ill.: Charles C. Thomas, 1972.

Motor proficiency areas that can be tested in a classroom include: standing; crouching; walking forward on mats; touching nose and fingertips; and, closing and opening hands. Equipment, number of trials, directions, and scoring are specific.

Frostig, M. Visual perception, integrative functions and academic learning. *Journal of Learning Disabilities*, January 1972, 5, 15.

Specific exercises are given to enhance the child's development in sensory motor functions.

Hedrich, V. Apply technology to special education. *American Education*, 1972, 8 (4).

The Seattle Public Schools Special Education program, funded by Title VI, includes early sensory motor training to facilitate learning and the involvement of parents learning about their child's special educational needs.

Kershner, J. R. A comparison of the Doman-Delacato method and a behavior modification method upon the coordination of mongoloids. *Dissertation Abstracts International*, Vol 30, No. 4-a, 1430-1431.

Conclusions of the study: (1) the Doman-Delacato method fails to yield superior improvement when contrasted to the behavior modification procedures or to the non-treated groups; and, (2) motor coordination of severely mentally retarded children can be improved by application of behavior modification principles in teaching selected motor skill tasks.

Kistyokovskaya, M. Development of movement in children in the first year of life. *Pedagogika*. Moscow: U.S.S.R., 1970.

Results of the development of movement in normal and developmentally retarded children are presented.

Maloney, M. P., & Ball, T. S. Analysis of generalizability of sensory-motor training. *American Journal of Mental Deficiency*, January 1970, 458-469.

A study which investigates generalization in Kephart's sensory-motor training system concluded that sensory motor training generalizes to body image.

Maloney, M. P., & Payne, L. E. Note on the stability of changes in body image due to sensory-motor training. *American Journal of Mental Deficiency*, March 1970, 708.

This article presents a study which indicates that sensory-motor training affects body image concepts.

Pothier, P., & Delmont, M. Two different remedial motor training programs and the development of the mentally retarded preschools. *American Journal of Mental Deficiency*, 1972, 77, 8.

This study demonstrates the advantages of using a detailed developmental analysis of sensory-motor deficits as a basis for the selection of remedial sensory-motor activities.

Rodriguez, E., & Sproles, P. The use of a listening center for severely retarded children. *Education and Training of the Mentally Retarded*, 1967, 2, (3), 140-141.

The use of the listening center in order to develop independence and other skills with the severely retarded child.

Smeets, P. M. The effects of various sounds and noise levels on stereotyped rocking of blind retardates. *Training School Bulletin*, 1972, 68, 4, 221-226.

This study investigates the effects of auditory stimuli with institutional retardates. An increase in body rocking is noted with the increased noise level and a decrease when the level was 30 to 60 decibels.

Soklmann, H. The child suffering from cerebral palsy. In C. Pretzner (Ed.), *Aspects of curative education*. Aberdeen, Scotland: Aberdeen University Press, 1966.

Concerned with methods of training severely involved children with sensory motor experiences as basis for all learning. Gives background information on the condition of a cerebral palsied child.

Stephens, B., Baumgartner, B., Smeets, P. M., & Wolfinger, W. Promoting motor development in young retarded children. In *Education and training of the mentally retarded*, 1970.

Individual perceptual motor programs were planned for custodial and trainable children. The results indicated success in motor skills.

Stewart, F. J. An oral notes program for teaching non-verbal children. *Education and Training of the Mentally Retarded*, December 1972.

The method was used with four severe mental retardates. No verbal clues were given, training procedures were based on motor stimuli and any echoic motor or vocal response was reinforced. Results indicated that vocal behavior increases for subjects reinforced during a sensory-motor task.

Sullivan, J. P., & Batareh, G. J. Educational therapy with the severely retarded. *Training School Bulletin*, May 1973, 5-9.

Reviews educational training methods used for thirty severely retarded children. Includes fine and gross motor development, visual and auditory perceptual skills.

Voss, D. G. *Physical education curriculum for the mentally handicapped*. Wisconsin: Wisconsin Department of Public Instruction, 1971.

Physical education curriculum for all levels of mentally handicapped is discussed. Activities are presented with a brief narrative, types where applicable, teaching suggestions, and activities for the various levels of students.

Webb, R. Sensory motor training of the profoundly retarded. *American Journal of Mental Deficiency*, 1969, 283-294.

Analyzes training techniques to develop motor reactions to sensory stimulation based on the AMMP theory. The theory includes awareness, movement, manipulation of environment, and posture and locomotion.

Write, C. J. Motoric engramping for sensory deprivation or disability. *Exceptional Children*, 1972, 38, 4.

The relationships of motoric involvement, perceptual motor theories, and neurophysiological evidence are examined for support of a motoric engramping approach to learning. Particularly noted is the necessity for motoric involvement of the sensory disabled mentally retarded child. The approach advocated is one of adaptation to existing limitations through kinesthetic sensory motor training or motoric engramping.

Whitman, T. L. Effects of reinforcement and guidance procedures were used to teach two severely retarded children motor responses to a variety of verbal instructions.

7

COMMUNICATION SKILLS/CORE VOCABULARY

INDIVIDUALIZED EDUCATION PROGRAM

This curriculum is designed to serve as a guide and not a recipe for generating and developing relevant, age-appropriate curriculum for secondary level handicapped students in five developmental skills areas. It is important for every teacher to develop an individualized program appropriate to the needs of each individual student.

Throughout the following pages, the objectives stated in the Key Objectives Checklist have been broken into smaller skill components. These components are to be used as starting points and as a guide in developing the student's IEP. These skills, as presented, are not sufficient for thorough teaching and training. All the possible breakdowns cannot be included since there are an infinite number of them. Therefore, the teacher is encouraged to (a) adapt the skill listings and the evaluation procedures to the needs of the individual; (b) refer to the listed references; and (c) transfer job related information obtained from the natural environment (JFP) onto the appropriate profile sheet of instructional skills.

It is important that the teacher utilize several sources in developing a training program. The teacher can obtain information needed to develop a student's profile page by (1) *creating* his/her own list of skills, (2) *reviewing the literature* and adding additional skills, and (3) *inventorying the natural environment* where skills are performed. Each student profile page, in every developmental skill area, has been structured to allow for this.

COMPOSITION OF THE STUDENT PROFILE PAGE

Each student profile page contains a *TITLE*, corresponding to the developmental area being addressed (ADL, Motor, Communication, Quantitative, or Independent Living); a *KEY OBJECTIVE* (each developmental area lists these main objectives, which, when successfully attained by the student, will lead to mastery in the designated skill area); *SUB-OBJECTIVES* with a variety of numbered *skill listings*, which, when successfully attained, along with the additional skills listed by a teacher(s), will lead to mastery of that sub-objective; plus numbered spaces to add these additional skills.

In addition to these components, each page lists five *SOURCES OF ADDITIONAL INFORMATION* from which the teacher(s) might obtain relevant skills. These sources are:

(1) **INSTRUCTOR'S INGENUITY** - Teachers working with this population of students will have, in most cases, a multitude of skills which they have successfully used in training their students in a particular developmental area. It is recommended that the teacher(s) use his/her own creativity to articulate and design programs for training students to acquire the appropriate skills. There may also be some skills stated on the list that are not appropriate or will require modification. These changes should also be made.

(2) **JOB INVENTORY INFORMATION** - In order to make the training of each student as relevant and age-appropriate as possible, information on job possibilities needs to be gathered from the natural environment using the job skill inventory and corresponding common core skill listings. This information is then matched with the student's skills and added to the skill listings under the appropriate objective headings. (This matching process has been explained in the Student Scan Profile section of this book and in the Core Skill Listings section.)

(3) **EXISTING PROGRAMS IN PRINT** - In some cases it may also be necessary to gather additional information on a stated objective in order to develop a comprehensive training program. It is recommended that teacher(s) seek out reference programs and people located around the country engaged in training in the area of a particular objective. References should be listed under Existing Programs in Print.

(4) **RELATED REFERENCES** - The intent of this source is to gather more information. These references deal with a broader range of topics and are located at the end of each developmental section and in Appendix B. They are annotated to give the reader an idea of what the program is trying to accomplish.

(5) **OTHER/COMMENTS:** Space is provided for the teacher(s) to add additional resources not included on the profile page. This space can also be used for comments, narrative descriptions, notes of progress, etc.

Since there are a number of available resources, additional space may be needed. In Appendix C additional pages are provided for this purpose. It is suggested that these pages, when used, be placed behind the original working profile page and numbered appropriately.

EVALUATION

Space is provided for rating and evaluating the student on his/her progress as it coincides with the objectives. The rating and planning forms are designed to be consistent. There is one key used throughout the SFP. Consequently, the Student Profile page should be scored in the same way as the Key Objectives Checklist and Student Scan Profile, using the identical scoring and rating key. These two keys are listed at the bottom of each Student Skill Profile sheet.

It should be noted that some skills under each objective may be rated with a ✓ signifying student attainment of that skill, while other skills under the same objective might be rated with a P, denoting Progress or Partial Attainment of that skill, or with a NP or NA if No Progress has been made or the skill is Not Applicable at that time. The teacher(s) should then structure his/her training program around those skills that still need improvement. If a student's objective has been marked in the Key Objectives Checklist as having been successfully attained, then that notation is made on the corresponding Student Skill Profile page and the instructor would move to another objective or developmental area.

The CORE of a student's Individualized Education Program (IEP) is developed through this detailed assessment which leads to a plan of individual instruction utilizing a relevant, age-appropriate curriculum designed to meet the needs of an individual student.

COMMUNICATIONS SKILLS

Student's Name: _____

I. Key Objective: SIMPLE NON-VERBAL RESPONSES TO SPOKEN LANGUAGE

Date: _____

A. Objective: ATTENDING SKILLS

Detailed Skill Listing

1. Turns in direction of speaker
2. Establishes eye contact with speaker
3. Turns in response to own name

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☐	☐	☐	☐
☐	☐	☐	☐

Additional skills to be determined by Instructor
(use sources of ADDITIONAL INFORMATION for assistance)

- 4.
- 5.
- 6.

☐	☐	☐	☐
☐	☐	☐	☐
☐	☐	☐	☐

Sources of Additional Information:

1. Instructor's Ingenuity
2. Job Inventory Information (Job Functional Profile)
3. Existing Programs in Print
4. Related References (refer to back of Communication Section)
5. Other/Comments

RATING KEY

✓ = Skill Fully Attained
P = Progress or Partial Attainment
NP or NA = No Progress or Not Applicable

RATER CODE

T = Teacher
A = Aide
P = Parent

C = Rehab. couns.
O = Other

COMMUNICATIONS SKILLS

Student's Name: _____

I. Key Objective: SIMPLE NON-VERBAL RESPONSES TO SPOKEN LANGUAGE

Date: _ _ _ _

B. Objective: DIRECTION FOLLOWING SKILLS

Detailed Skill Listing

1. Stops activity and responses to "no", "stop", "come"
2. Follows simple verbal commands
3. Follows simple instructions containing: in-out, before-after, behind, under, over, around, through, between, and out

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☐	☐	☐	☐
☐	☐	☐	☐

Additional skills to be determined by Instructor
(use sources of ADDITIONAL INFORMATION for assistance)

- 4.
- 5.
- 6.

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☐	☐	☐	☐
☐	☐	☐	☐

Sources of Additional Information:

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COMMUNICATIONS SKILLS

Student's Name: _____

II. Key Objective: ARTICULATION

A. Objective: SOUNDS EMBEDDED IN ONE-SYLLABLE WORDS

Detailed Skill Listing

1. Repeats one syllable words with the following initial or final consonant sounds:
b, f, m, p
2. Repeats one syllable words with the following initial or final consonant sounds:
d, s, t, j, n, r, g, z
3. Repeats one syllable words with the following initial blends: br, cr, dr, fr, gr, pr, tr, bl,
cl, gl, pl, sl, sp, st, str, spr
4. Repeats one syllable words with the following final blends: nd, ks, st, ng, rd, sp
5. Repeats one syllable words with the following initial or final diphthongs: ch, sh, th
6. Repeats one syllable words with the following medial vowel sounds: a, e, i, o, u,
oo, ou, ar, er, or

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☐ ☐ ☐ ☐

Additional skills to be determined by Instructor
(use sources of ADDITIONAL INFORMATION for assistance)

7.

☐ ☐ ☐ ☐

8.

☐ ☐ ☐ ☐

9.

☐ ☐ ☐ ☐

Sources of Additional Information:

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2. Job Inventory Information (Job Functional Profile)
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COMMUNICATIONS SKILLS

Student's Name: _____

II. Key Objective: ARTICULATION

B. Objective: PRONUNCIATION OF MULTISYLLABIC WORDS

Detailed Skill Listing

1. Repeats two-syllable words with proper accent
2. Repeats three-syllable words with proper accent

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☐	☐	☐	☐

Additional skills to be determined by Instructor
(use sources of ADDITIONAL INFORMATION for assistance)

- 3.
- 4.
- 5.

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☐	☐	☐	☐
☐	☐	☐	☐

Sources of Additional Information:

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2. Job Inventory Information (Job Functional Profile)
3. Existing Programs in Print
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COMMUNICATIONS SKILLS

Student's Name: _____

II. Key Objective: ARTICULATION

Date: _____

C. Objective: ARTICULATE SPEECH

Detailed Skill Listing

1. Uses all consonant and vowel sounds with 100% intelligibility
2. Speaks at appropriate rate and with appropriate volume

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☐	☐	☐	☐

Additional skills to be determined by Instructor
(use sources of ADDITIONAL INFORMATION for assistance)

- 3.
- 4.
- 5.

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☐	☐	☐	☐
☐	☐	☐	☐

Sources of Additional Information:

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2. Job Inventory Information (Job Functional Profile)
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COMMUNICATIONS SKILLS

Student's Name: _____

III. Key Objective: SIMPLE SPOKEN RESPONSES

Date: _____

A. Objective: SUPPLIES SIMPLE INFORMATION UPON REQUEST

Detailed Skill Listing

1. Gives first name upon request
2. Gives entire name upon request
3. States name of guardian/parent upon request
4. States age upon request
5. States town of residence
6. States phone number
7. States entire address

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Additional skills to be determined by Instructor
(use sources of ADDITIONAL INFORMATION for assistance)

- 8.
- 9.
- 10.

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Sources of Additional Information:

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COMMUNICATIONS SKILLS

Student's Name: _____

III. Key Objective: SIMPLE SPOKEN RESPONSES

Date: _____

B. Objective: RESPONDS TO SOCIAL CONVERSATION

Detailed Skill Listing

1. Responds to a simple greeting
2. Responds to a question with a one-word or other short answer
3. During an introduction, will look at party s/he is meeting, and greet him/her appropriately

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Additional skills to be determined by Instructor
(use sources of ADDITIONAL INFORMATION for assistance)

- 4.
- 5.
- 6.

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☐	☐	☐	☐
☐	☐	☐	☐

Sources of Additional Information:

1. Instructor's Ingenuity
2. Job Inventory Information (Job Functional Profile)
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COMMUNICATIONS SKILLS

Student's Name: _____

IV. Key Objective: MORE COMPLEX VERBAL EXPRESSION

A. Objective: EXPRESSES THOUGHT IN WORDS, PHRASES, AND SENTENCES

Date: _____

Detailed Skill Listing

1. Looks at recipient when speaking
2. Maintains appropriate physical distance during conversational speech
3. Expresses answers in complete sentences with prompting
4. Expresses answers in complete sentences independently
5. Expresses one word statements
6. Expresses phrase statements
7. Expresses complete sentences with prompting
8. Expresses complete sentences independently
9. Initiates conversation with a teacher
10. Initiates conversation with a peer

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☐	☐	☐	☐
☐	☐	☐	☐
☐	☐	☐	☐
☐	☐	☐	☐

Additional skills to be determined by Instructor
(use sources of ADDITIONAL INFORMATION for assistance)

- 11.
- 12.
- 13.

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☐	☐	☐	☐
☐	☐	☐	☐

Sources of Additional Information:

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COMMUNICATIONS SKILLS

Student's Name: _____

IV. Key Objective: MORE COMPLEX VERBAL EXPRESSION

Date: _____

B. Objective: ASKS QUESTIONS

Detailed Skill Listing

1. Asks one word question
2. Asks phrase question
3. Asks question in complete sentence independently

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☐	☐	☐	☐
☐	☐	☐	☐

Additional skills to be determined by Instructor
(use sources of ADDITIONAL INFORMATION for assistance)

- 4.
- 5.
- 6.

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☐	☐	☐	☐
☐	☐	☐	☐

Sources of Additional Information:

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COMMUNICATIONS SKILLS

Student's Name: _____

IV. Key Objective: MORE COMPLEX VERBAL EXPRESSION

Date: _____

C. Objective: IS POLITE

Detailed Skill Listing

1. Uses "please", "thank you", "excuse me" with prompting
2. Uses above phrases independently

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☐	☐	☐	☐

Additional skills to be determined by Instructor
(use sources of ADDITIONAL INFORMATION for assistance)

- 3.
- 4
- 5.

☐	☐	☐	☐
☐	☐	☐	☐
☐	☐	☐	☐

Sources of Additional Information:

1. Instructor's Ingenuity
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O = Other

COMMUNICATIONS SKILLS

Student's Name: _____

IV. Key Objective: MORE COMPLEX VERBAL EXPRESSION

Date: ____ - ____ - ____

D. Objective: CAN DESCRIBE AN EXPERIENCE

Detailed Skill Listing

- | | | | | |
|--|--------------------------|--------------------------|--------------------------|--------------------------|
| 1. Reports a personal past experience with prompting | ☐ | ☐ | ☐ | ☐ |
| 2. Reports a personal past experience independently | ☐ | ☐ | ☐ | ☐ |
| 3. Describes future personal experiences with prompting | ☐ | ☐ | ☐ | ☐ |
| 4. Describes future personal experiences independently | ☐ | ☐ | ☐ | ☐ |
| 5. Describes an experience of family member upon request | ☐ | ☐ | ☐ | ☐ |
| 6. Describes an experience of any person in school environment upon request | ☐ | ☐ | ☐ | ☐ |
| 7. Describes an experience of any person outside personal contact upon request (from news, etc.) | ☐ | ☐ | ☐ | ☐ |
| 8. Will relate an activity going on in immediate school environment upon request | ☐ | ☐ | ☐ | ☐ |
| 9. Will relate an activity in home environment upon request | ☐ | ☐ | ☐ | ☐ |
| 10. Will relate an activity going on outside of personal environment upon request | ☐ | ☐ | ☐ | ☐ |

Additional skills to be determined by Instructor
(use sources of ADDITIONAL INFORMATION for assistance)

- | | | | | |
|-----|--------------------------|--------------------------|--------------------------|--------------------------|
| 11. | ☐ | ☐ | ☐ | ☐ |
| 12. | ☐ | ☐ | ☐ | ☐ |
| 13. | ☐ | ☐ | ☐ | ☐ |

Sources of Additional Information:

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COMMUNICATIONS SKILLS

Student's Name: _____

IV. Key Objective: MORE COMPLEX VERBAL EXPRESSION

E. Objective: INTERACTS CONVERSATIONALLY

Detailed Skill Listing

1. Participates in and contributes to conversations

☐ ☐ ☐ ☐

Additional skills to be determined by instructor

(use sources of ADDITIONAL INFORMATION for assistance)

2.

☐ ☐ ☐ ☐

3.

☐ ☐ ☐ ☐

4.

☐ ☐ ☐ ☐

Sources of Additional Information:

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2. Job Inventory Information (Job Functional Profile)
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COMMUNICATIONS SKILLS

Student's Name: _____

V. Key Objective: LISTENING

Date: _ _ _ _

A. Objective: SHOWS COMPREHENSION OF COMPLEX SPOKEN LANGUAGE

Detailed Skill Listing

1. Interprets and carries out verbal instructions up to 4 tasks
2. Interprets 3 sentence story and answers questions correctly about it
3. Interprets verbal description by naming object
4. Is able to complete unfinished sentences

☐	☐	☐	☐
☐	☐	☐	☐
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☐	☐	☐	☐

Additional skills to be determined by Instructor
(use sources of ADDITIONAL INFORMATION for assistance)

- 5.
- 6.
- 7.

☐	☐	☐	☐
☐	☐	☐	☐
☐	☐	☐	☐

Sources of Additional Information:

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COMMUNICATIONS SKILLS

Student's Name: _____

VI. Key Objective: WRITING

Date: _____

A. Objective: CAN MANIPULATE A WRITING UTENSIL

Detailed Skill Listing

1. Will make a straight line, upon request
2. Will make a circle, closed, upon request

☐	☐	☐	☐
☐	☐	☐	☐

Additional skills to be determined by Instructor
(use sources of ADDITIONAL INFORMATION for assistance)

- 3.
- 4.
- 5.

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☐	☐	☐	☐
☐	☐	☐	☐

Sources of Additional Information:

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COMMUNICATIONS SKILLS

Student's Name: _____

VI. Key Objective: WRITING

Date: _____

B. Objective: HAS MANUSCRIPT WRITING SKILLS

Detailed Skill Listing

1. Writes all letters correctly
2. Writes or prints on the line and within the confines of the space given

☐	☐	☐	☐
☐	☐	☐	☐

Additional skills to be determined by Instructor
(use sources of ADDITIONAL INFORMATION for assistance)

- 3.
- 4.
- 5.

☐	☐	☐	☐
☐	☐	☐	☐
☐	☐	☐	☐

Sources of Additional Information:

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COMMUNICATIONS SKILLS

Student's Name: _____

VI. Key Objective: WRITING

Date: _____

C. Objective: CAN PROVIDE SIMPLE INFORMATION IN WRITING

Detailed Skill Listing

1. Will print or write own first name
2. Will print or write entire name
3. Will print or write age, birthdate, including year
4. Will print phone number, including area code
5. Will print or write entire address
6. Will print or write the preceding on an application form in response to labels as name, address

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☐	☐	☐	☐
☐	☐	☐	☐
☐	☐	☐	☐
☐	☐	☐	☐
☐	☐	☐	☐

Additional skills to be determined by Instructor
(use sources of ADDITIONAL INFORMATION for assistance)

- 7.
- 8.
- 9.

☐	☐	☐	☐
☐	☐	☐	☐
☐	☐	☐	☐

Sources of Additional Information:

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2. Job Inventory Information (Job Functional Profile)
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CORE VOCABULARY WORD CHECKLIST - PART I

The words contained in this *Core Vocabulary Word Checklist* were accumulated through a thorough inventory of over 100 businesses by using the strategy described in the Background Information of the Job Functional Profile (JFP). This core checklist is divided into three sections: **Safety**; **Community**; and **Independent Living**. These words were found to be the most common vocabulary words used in the various home, community and occupational settings inventoried by project personnel. These should be considered as core words by instructors who want to teach relevant and functional occupation-related words. However, training for a specific job should include an inventory of the words used in that particular occupation and site.

If a student is not properly versed in the key vocabulary used on a specific job, the chances for successful placement are impaired. In many instances the student may be able to perform the vocational tasks but does not perform them in response to the cues, whether printed, verbal, picture, gesture, auditory, etc. used in the natural environment.

Some examples of these cues include: **printed** - A sign with a specific word or phrase (i.e., "wet paint", "walk", "don't walk"); **verbal** - a particular command or instruction given by a supervisor or fellow worker (i.e., "keep to the left", "look out"); **picture** - a sign with a picture message (i.e., skull and crossbones for "poison", a picture of a man or woman to identify a bathroom); **gesture** - particular "body language" in terms of gestures by a supervisor or worker calling for an appropriate action by the student (i.e., "cut off the machine" might elicit a gesture from the supervisor of horizontally sliding his hand across his neck imitating a cutting motion); **auditory** - the sound of a machine that is working improperly. Assessment of the student's response to important cues should be left to the discretion of the instructor or trainer. It is crucial for the instructor to attend to these cues.

It is recommended the teacher be given the responsibility of doing the Job Skill Inventory (JFI), especially as it relates to developing a student's Individual Education Program (IEP). A person involved in the direct training of a particular student would be able to match the information gathering process to the needs of the student while developing the inventory.

Therefore, it is also recommended that release time be provided for this individual. For example, an aide might take over the class in the teacher's absence or the teacher might take a student to the job site while collecting the data, thereby concurrently giving an initial introduction to the student to the world of work.

The following pages contain the core words which are numbered and listed. Columns are used for marking whether the word is applicable, what each cue might call for, and the appropriate or inappropriate response to that particular cue. The instructor can also check off words that are applicable (A) or not applicable (NA) for a particular job. At the same time, information describing the appropriate cues that relate to the words should be included.

Upon completion of section three (Independent Living Words) of the checklist, the instructor will have identified the important words to be included in the student's Individual Education Program (IEP). These words would then be written on the attached IEP sheets - *Core Vocabulary Words Localized to Specific Job*. These sheets are numbered to 50 with space provided for additional words.

Words specific to a particular job site not found on the core vocabulary word checklist need to be recorded. Space is provided on the Job Skill Inventory (JFI) form for this. These words should then be transferred onto the *Supplementary Inventory of Words Required by Job Sheets* (part two of the student's IEP).

This composite list (core vocabulary words localized to a specific job and supplementary inventory words required by the job) comprises a student's IEP of localized words and, upon mastery, increases the potential for success on the job.

CORE VOCABULARY WORD CHECKLIST

Student's Name _____

Instructor's Name _____

CORE WORDS	A	NA	Printed Cue	Approp. Action*	Verbal Cue	Approp. Action*	Picture Cue	Approp. Action*	Gesture Cue	Approp. Action*	Auditory Cue	Approp. Action*
A. SAFETY												
1. danger												
2. fire												
3. hot												
4. keep out												
5. keep off												
6. poison												
7. stop												
8. walk												
9. wait												
10. wet												
11. exit												
12. out												
13. off												

*KEY TO MARKING APPROP. ACTION COLUMN: Mark with (+) if in judgment of Instructor, student or trainee *acted appropriately*.
Mark with (—) if in judgment of Instructor, student or trainee *did not act appropriately*.

NOTE: This determination in marking for appropriate or inappropriate response is left to the discretion of the Instructor. It is crucial, however, for the Instructor to attend to these cues

CORE WORDS	A	NA	Printed Cue	Approp. Action*	Verbal Cue	Approp. Action*	Picture Cue	Approp. Action*	Gesture Cue	Approp. Action*	Auditory Cue	Approp. Action*
14. open												
15. in												
16. enter												
17. alley closed												
18. always be careful												
19. bell out of order												
20. beware												
21. bridge out												
22. caution												
23. closed												
24. closed for repairs												
25. cross crossing carefully												
26. dead end												
27. detour												
28. do not enter												
29. drive slowly												
30. emergency exit												

CORE WORDS	A	NA	Printed Cue	Approp. Action*	Verbal Cue	Approp. Action*	Picture Cue	Approp. Action*	Gesture Cue	Approp. Action*	Auditory Cue	Approp. Action*
31. enter at the front												
32. enter here												
33. entrance												
34. explosive												
35. fire alarm												
36. fire alarm box												
37. fire escape												
38. fire extinguisher												
39. first aid												
40. first aid cabinet												
41. flammable												
42. glass												
43. go slowly												
44. handle with care												
45. hands off												
46. high voltage												
47. inflammable												

CORE WORDS	A	NA	Printed Cue	Approp. Action*	Verbal Cue	Approp. Action*	Picture Cue	Approp. Action*	Gesture Cue	Approp. Action*	Auditory Cue	Approp. Action*
48. keep away												
49. keep moving												
50. keep to the left												
51. keep to the right												
52. knock before entering												
53. live wires												
54. look out for —												
55. passengers are forbidden												
56. private												
57. R.R.												
58. railroad crossing												
59. school crossing												
60. step forward												
61. thin ice												
62. warning												

CORE WORDS	A	NA	Printed Cue	Approp. Action*	Verbal Cue	Approp. Action*	Picture Cue	Approp. Action*	Gesture Cue	Approp. Action*	Auditory Cue	Approp. Action*
63. watch your step												
64. wet paint												
OTHER												
65.												
66.												
67.												
68.												
69.												
70.												
71.												
72.												
73.												
74.												
75.												
B. COMMUNITY												
1. barber												
2. bank												
3. boys												

CORE WORDS	A	NA	Printed Cue	Approp. Action*	Verbal Cue	Approp. Action*	Picture Cue	Approp. Action*	Gesture Cue	Approp. Action*	Auditory Cue	Approp. Action*
4. bus												
5. cafe												
6. doctor, dr.												
7. delicate												
8. food												
9. flavor												
10. gentlemen												
11. girls												
12. juice												
13. lights												
14. ladies												
15. men												
16. normal												
17. police												
18. push												
19. pull												
20. press												
21. quiet												

CORE WORDS	A	NA	Printed Cue	Approp. Action*	Verbal Cue	Approp. Action*	Picture Cue	Approp. Action*	Gesture Cue	Approp. Action*	Auditory Cue	Approp. Action*
22. restaurant												
23. rest rooms												
24. rear												
25. steam												
26. size												
27. stairs												
28. school												
29. station												
30. train												
31. telephone												
32. taxi												
33. toilet												
34. women												
35. washer												
36. all terms cash												
37. avenue												
38. beware of dog												
39. box office												

CORE WORDS	A	NA	Printed Cue	Approp. Action*	Verbal Cue	Approp. Action*	Picture Cue	Approp. Action*	Gesture Cue	Approp. Action*	Auditory Cue	Approp. Action*
40. boy wanted												
41. bus stop												
42. cafeteria												
43. city hall												
44. C.O.D.												
45. come in												
46. count your change												
47. court house												
48. dentist												
49. don't be a litterbug												
50. do not ask for credit												
51. do not disturb												
52. do not crowd												
53. do not spit on the floor												
54. do not talk to operator												
55. do not throw rubbish here												

CORE WORDS	A	NA	Printed Cue	Approp. Action*	Verbal Cue	Approp. Action*	Picture Cue	Approp. Action*	Gesture Cue	Approp. Action*	Auditory Cue	Approp. Action*
56. drop mail here												
57. elevator												
58. employees												
59. employment agency												
60. fare												
61. fine for littering												
62. for rent												
63. for rubbish only												
64. for sale												
65. fragile												
66. fresh paint												
67. gasoline												
68. girl wanted												
69. have fare ready												
70. help wanted												
71. hospital												
72. hotel												

CORE WORDS	A	NA	Printed Cue	Approp. Action*	Verbal Cue	Approp. Action*	Picture Cue	Approp. Action*	Gesture Cue	Approp. Action*	Auditory Cue	Approp. Action*
73. information												
74. keep off the grass												
75. ladies only												
76. ladies toilet												
77. lavatory												
78. library												
79. loitering not permitted												
80. men only												
81. men's toilet												
82. men wanted												
83. motel												
84. next window												
85. no admittance												
86. no parking												
87. no left turn												
88. no right turn												
89. no passing												

CORE WORDS	A	NA	Printed Cue	Approp. Action*	Verbal Cue	Approp. Action*	Picture Cue	Approp. Action*	Gesture Cue	Approp. Action*	Auditory Cue	Approp. Action*
90. no smoking												
91. no trespassing												
92. not responsible for ____												
93. office												
94. one-way												
95. one-way traffic												
96. open evenings												
97. out of order												
98. pay as you enter												
99. penalty for ____												
100. police department												
101. post no bills												
102. post office												
103. posted - no hunting												
104. press button here												
105. principal												

CORE WORDS	A	NA	Printed Cue	Approp. Action*	Verbal Cue	Approp. Action*	Picture Cue	Approp. Action*	Gesture Cue	Approp. Action*	Auditory Cue	Approp. Action*
106. public telephone												
107. safety first												
108. safety zone												
109. sale												
110. school bus												
111. take one												
112. ticket office												
113. this way out												
114. turn right												
115. use other door												
116. vacancy												
117. will be back at ____												
118. women wanted												
119. women's toilet												
120. women only												
OTHER												
121.												

CORE WORDS	A	NA	Printed Cue	Approp. Action*	Verbal Cue	Approp. Action*	Picture Cue	Approp. Action*	Gesture Cue	Approp. Action*	Auditory Cue	Approp. Action*
122.												
123.												
124.												
125.												
126.												
127.												
128.												
129.												
130.												
131.												
C. INDEPENDENT LIVING/FUNCTIONAL WORDS												
1. beat												
2. bowl												
3. close												
4. clean												
5. cover												

CORE WORDS	A	NA	Printed Cue	Approp. Action*	Verbal Cue	Approp. Action*	Picture Cue	Approp. Action*	Gesture Cue	Approp. Action*	Auditory Cue	Approp. Action*
6. cup												
7. don't												
8. do												
9. down												
10. door												
11. dry												
12. foot												
13. front												
14. go												
15. help												
16. hang												
17. mix												
18. measure												
19. no												
20. put												
21. pan												
22. preheat												
23. pepper												

CORE WORDS	A	NA	Printed Cue	Approp. Action*	Verbal Cue	Approp. Action*	Picture Cue	Approp. Action*	Gesture Cue	Approp. Action*	Auditory Cue	Approp. Action*
24. spoon												
25. separate												
26. stir												
27. stove												
28. soap												
29. salt												
30. teaspoon												
31. tablespoon												
32. turn												
33. vanilla												
34. whites												
35. wash												
36. warm												
37. water												
38. oven												
39. inch												
40. eggs												
41. down												

CORE WORDS	A	NA	Printed Cue	Approp. Action*	Verbal Cue	Approp. Action*	Picture Cue	Approp. Action*	Gesture Cue	Approp. Action*	Auditory Cue	Approp. Action*
42. dump												
43. found												
44. lane												
45. listen												
46. lost												
47. on												
48. please												
49. right												
50. road												
51. street												
52. up												
53. wanted												
OTHER												
54.												
55.												
56.												
57.												
58.												

CORE WORDS	A	NA	Printed Cue	Approp. Action*	Verbal Cue	Approp. Action*	Picture Cue	Approp. Action*	Gesture Cue	Approp. Action*	Auditory Cue	Approp. Action*
59.												
60.												
61.												
62.												
63.												
64.												

CORE VOCABULARY CHECKLIST - PART II

1. Core Vocabulary Words Localized to A Specific Job
2. Supplemental Inventory of Words Required by the Job

Directions for filling out IEP of Core and Localized Job Words.

To fill in the student's IEP of core words localized to a specific job, first record next to the blanks (#1 to 50) all those words you have marked with a (✓) in the (A) applicable column(s) in Part I. Also note the specific printed cue or cues associated with that word, and whether or not the student has demonstrated the appropriate response.

To fill in the student's IEP of supplemental inventory words required by the job, list words and cues which can be localized to that particular job and which do not appear on the core word checklist. This list of localized words should be gathered from the job inventory section of the Job Functional Profile (JFP).

**This composite list would comprise a student's IEP and should, upon proper training and mastery, increase the student's chances for success on the job.

**INDIVIDUAL EDUCATIONAL PLAN
OF
CORE VOCABULARY WORDS LOCALIZED TO SPECIFIC JOB**

Training Program for Specific Job _____

Student's Name _____

CORE WORDS REQUIRED FOR TRAINING IN SPECIFIC JOB (From Core Checklist)	Printed Cue	Approp. Action*	Verbal Cue	Approp. Action*	Picture Cue	Approp. Action*	Gesture Cue	Approp. Action*	Auditory Cue	Approp. Action*
1.										
2.										
3.										
4.										
5.										
6.										
7.										
8.										
9.										
10.										
11.										
12.										
13.										
14.										
15.										
16.										
17.										
18.										
19.										
20.										
21.										
22.										
23.										
24.										
25.										
26.										
27.										
28.										

CORE WORDS REQUIRED
FOR TRAINING IN SPECIFIC
JOB (From Core Checklist)

Printed
Cue

Approp.
Action*

Verbal
Cue

Approp.
Action*

Picture
Cue

Approp.
Action*

Gesture
Cue

Approp.
Action*

Auditory
Cue

Approp.
Action*

29.
30.
31.
32.
33.
34.
35.
36.
37.
38.
39.
40.
41.
42.
43.
44.
45.
46.
47.
48.
49.
50.

SUPPLEMENTAL INVENTORY OF WORDS REQUIRED BY JOB

(From Job Inventory Section of Job Functional Profile (JFP))

Job Title _____

SUPPLEMENTAL INVENTORY OF WORDS REQUIRED BY JOB	Printed Cue	Approp. Action*	Verbal Cue	Approp. Action*	Picture Cue	Approp. Action*	Gesture Cue	Approp. Action*	Auditory Cue	Approp. Action*
1.										
2.										
3.										
4.										
5.										
6.										
7.										
8.										
9.										
10.										
11.										
12.										
13.										
14.										
15.										
16.										
17.										
18.										
19.										
20.										
21.										
22.										
23.										
24.										
25.										
26.										
27.										
28.										
29.										
30.										
31.										

SUPPLEMENTAL INVENTORY OF WORDS REQUIRED IN JOB	Printed Cue	Approp. Action*	Verbal Cue	Approp. Action*	Picture Cue	Approp. Action*	Gesture Cue	Approp. Action*	Auditory Cue	Approp. Action*
32.										
33.										
34.										
35.										
36.										
37.										
38.										
39.										
40.										
41.										
42.										
43.										
44.										
45.										
46.										
47.										
48.										
49.										
50.										

PROGRAMS IN PRINT

PRE-LANGUAGE, LANGUAGE AND COMMUNICATION DEVELOPMENT

Anderson, R. M., Miles, M., & Hathey, P. A. *Communicative evaluation chart from infancy to five years*. Cambridge, Mass.: Educator Publishing Service, Inc., 1964.

The chart gives an idea of a child's overall abilities or disabilities in language and performance. Listed items deal with two major areas: coordination of the speech musculature, development of hearing acuity, and more advanced stages irrelevant to the severely retarded; the evaluation of physical well-being, motor coordination, visual-motor perceptual skills. The evaluator uses the codes of + for present, — for not present, ± for fluctuating. For example, the three month level lists, on one side, a strong cry, sucking and swallowing, a reaction to sudden noise, and, on the other side, listing may be non-allergic, good digestion, visually alert. The six month level lists, on one side, such things as tongue reacting to sucking, localizes source of sound, babbles several sounds, and, on the other side, such characteristics as good head balance, lifts a cup, transfers objects from one hand to other. Some eight month listings include listening, imitating sounds, smiles and pats a mirror.

Bangs, T. *Language and learning disorders of the pre-academic child: With curriculum guide*. New York: Appleton-Century-Crofts, 1968.

Includes assessment forms, a way to adapt curriculum to the hearing impaired, and hints for parent programs. Growth and development sequences are included. Dr. Bangs represents a population of educators who see language as being on a continuum with reading skills.

Blaskell & Jensen. Stress and word position as determinants of imitation in first language learners. *Journal of Speech and Hearing Research*, 1970, 13, 193-202.

This study investigated stress and word position as decoding cues for first language learners. Three levels of stress were assigned systematically across a set of four-syllable nonsense strings. Word position was defined as the serial occurrence of the syllables in each string. Children, ages twenty-eight to thirty-nine months, imitated each string as it was presented from a loudspeaker. The responses were tape recorded and transcribed by three phonetically trained judges. The subjects imitated significantly more often those syllables with primary stress and those occurring in the final position. This suggested that, when imitating adult sounds, first language learners decode those sounds by attending to the most stressed and the final items of the utterances.

Baer, D. M., & Guess, D. Teaching productive noun suffixes to severely retarded children. *American Journal of Mental Deficiency*, 1973, 77, 5.

Procedures of differential reinforcement and imitation were used to teach mentally retarded children productive noun suffixes when labeling stimuli exemplifying the verb form of an action or activity. Specifically, subjects were taught to convert verbs to nouns by adding the (er) morpheme. Training continued until the subjects were required a minimum number of trials to reach criterion for each verb presented, at which point they consistently produced the correct response on the first presentation of each new verb. Experimental control of the training procedures was demonstrated by teaching the grammatical misuse of the (ist) morpheme, rather than the (er) morpheme, when labeling verbs.

Bricker & Bricker. A program of language training for the severely language handicapped child. *Exceptional Children*, 1970, 37, 101-111.

A sequence of language training procedures for the severely language handicapped child is presented. Language components specifically dealt with include operant audiometry (used with all who are functionally mute or severely language deficient), receptive vocabulary, imitation, naming, and sentence production. The basis for the development of the procedures used can be largely attributed to Skinner. The intent of the article is to present some major considerations in language training. Other sources such as linguistic models should be investigated in order to develop the content of language programs.

Crickmay, M. C. *Speech therapy and the Bobath approach to cerebral palsy*. Springfield, Ill.: Charles C. Thomas, 1966.

The book deals with the three areas of therapy: physical, occupational, and speech. Crickmay tells us that basic speech therapy can be given even to a severely handicapped child long before any other possible formal instruction. Nonverbal communication starts with child-mother relationship, this leading to a pattern of communication with others. Communication comes through touch . . . affection, then through sound . . . voices and their intonations, then through his sounds . . . crying, gurgles, etc., and then through sight . . . facial expressions. One-to-one relationships with an institutional child should be considered. Some pre-speech techniques are mentioned: working with general condition and muscle tone; using the supine position for limiting gross reflexes; manipulation of head, neck, jaw, cheeks, chin, lips, tongue, and swallowing, drooling, sucking, biting.

Gorham, W. Speech, language and hearing program: Purpose and techniques. *Mental Retardation: Selected Conference Papers*. R. C. Scheerenberger (Ed.). Springfield, Ill.: Illinois Mental Health Department, 1969.

Types of therapy which will benefit the severely profoundly retarded include language development and stimulation, hearing and auditory training, and medical treatment. Language stimulation and instruction in the proper use of a hearing aid can be provided in an institution or school. Other problems should be referred to the appropriate agency. A nonclinician can provide language stimulation for young MR children by emphasizing the development of those eating habits necessary to speech (sucking, chewing, and swallowing). Language stimulation for older MRs should begin with the use of simple words which emphasize the development of key sounds. Simple action verbs, adjectives, and verbs, and other parts of speech should be gradually introduced. As words are learned, they should be reinforced.

Gray, B. B., & Ryan, B. O. *A language program for the nonlanguage child*. Champaign, Ill.: Research Press, 1973

The authors tell us the nonlanguage child most generally has some type of nonverbal language, perhaps thought of as gesture language. Whether autistic, brain injured . . . the teaching job is the changing of the child's code to language.

Guralnick, M. J. A language development program for severely handicapped children. *Exceptional Children*, 1972, 39, 1, 45-49.

In most educational settings intensive individual attention is not possible with today's shortage of professional staff. So this program, based on behavioral principles, was to develop verbal activity in severely handicapped children, and was implemented by college students. The subjects were of varied diagnosis, including autism and different forms of brain damage, and were not amenable to formal testing. Most had the verbal capacity of nonfunctional sounds and no imitation of speech sounds or motor behavior was depicted. Thus, they were placed at the initial communicative level of establishing eye-eye contact and imitating simple motor responses. The instructor provided a discriminative stimuli . . . e.g., verbal statement or command . . . modeled the scheduled behavior, and reinforced any imitation. Physical guiding, eye contact upon calling a child's name, etc., were applied techniques. The results were very positive. Five of the eight children progressed one level or more.

Hagen, C., Porter, W., & Brink, J. Nonverbal communication: An alternative mode of communication for the child with severe cerebral palsy. *Journal of Speech and Hearing Disorders*, 1973, 443-455.

This article discusses the need of an electronic signal system used to communicate basic needs for severely mentally retarded cerebral palsied children.

Hall, S. M., & Talkington, L. W. A suggested language development program for severely and profoundly retarded. *Journal for Special Educators of the Mentally Retarded*, 1970, 6, 2.

A basic sequence of developmental phases, roughly ordered according to language acquisition stages in normals, has been conceived as a functional language system for the severe and profound mentally retarded. The beginning two phases deal with receptive modalities, commands and concept phases focusing upon the expressive aspects of language. The phases, an attempt to divide language into specific content areas, conform to sequential tasks according to level of difficulty. Two frameworks are implied within each phase — a group approach where MRs interact with and learn from their peers, and direct reinforcement paradigm wherein positive responses are shaped gradually toward the desired goals of functional language usage.

Hartung, J. R. A review of procedures to increase verbal imitation skills and functional speech in autistic children. *Journal of Speech and Hearing Disorders*.

This article reviews the importance of identifying the major deficits and outlines some procedures. Quite specific and behaviorally described.

Hebb, L., & Tucker. Language, thought and experience. *Modern Language Journal*, 1971, 55, 212-221.

This article discusses the modes of human learning and language learning in relation to environment and experience. It has attempted to redirect the line of thought of those interested in language by restating and expanding a model of learning which appears to have been neglected by psychologists studying language.

Hedrick, D. L., & Christman, M. A. Programming for the antecedent event in therapy. *Journal of Speech and Hearing Disorders*, 1973, 339-344.

This process for systematically planning the antecedent event is described, and includes data collecting from the communicative environment to be used in cueing.

Larson, T. Communication for the nonverbal child. *Academic Therapy*, 1971, 6, 305-312.

A language of signs is being taught to multiply handicapped children in the Orange County Development Centers. This sign language is not intended to replace speech, but rather, it is intended to help stimulate oral language. The intent of the program is to help nonverbal children communicate. The people of this program hope that they will not only talk with their hands, but that the added visual and oral stimulation they receive simultaneously with the sign presentations will help them break through the barrier of silence. The development of sign language should follow the same sequence, from infancy to whatever level of efficiency the child can attain, as is followed for oral language acquisition.

Lillywhite, H. S., & Bradley, D. P. *Communication problems in mental retardation: Diagnosis and management*. New York: Harper and Row, 1969.

An easily read basic book of information which introduces differential diagnosis, is developmentally oriented, and deals with disorders in terms of communication.

Levett, L. M. A method of communication for nonspeaking severely subnormal children. *British Journal of Disorders of Communication*, 1969, 4, 1.

At Meldreth School, England, the severely mentally retarded (age 5-16) with physical handicaps were enrolled in a communication development program which was successful to varying degrees with 85% of the students. Of the twelve students who did not improve, seven were classified as deaf, one was grossly dysarthric, and four understood speech but did not speak. Of the five methods considered, mime (the use of facial expression, hand movement, and whole body movement) was selected as the method of communication. A 100 mime vocabulary was selected and appropriate gestures were developed. The words were chosen from the vocabulary of the students, and a list of words suggested by psychologists and school staff.

McLean, J. E., Yoder, D. E., & Schiefelbusch, R. *Language intervention with the retarded*. Baltimore, Md.: University Park Press, 1972.

The programs in this book are detailed and more useful to the experienced teacher or therapist than to the initiate. There is an assumption of knowledge about programming.

McLean, L. P., & McLean, J. E. A language training program for non-verbal autistic children. *Journal of Speech and Hearing Disorders*, 1974, 186-193.

A description of an experimental program which taught nonverbal autistic children to respond to a limited number of social transactions using plywood word symbols. May suggest other procedures to the creative programmer.

Mowrer, D. E. Transfer of training in articulation therapy. *Journal of Speech and Hearing Disorders*, 1971, 427-445.

Some concrete suggestions for transference of training.

Rutter, M., & Martin, J. A. M. *The child with delayed speech*. Philadelphia: J. B. Lippincott Co., 1972.

This book is an excellent collection of chapters by a variety of authors. One of the most valuable additions to the book is the extensive bibliography which follows each chapter.

Ryan, J. Language research in the severely subnormal. *Teaching and Training*, 1971, 9, 1.

Research done to explore possible reasons behind the gap in language ability between severely mentally retarded (SMR) children and nonretarded children of the same MA, language development was studied in 15 mongol and 15 nonmongol SMRs. CAs ranged from 5 to 9 years, MAs from 2.5 to 3.5 years, and IQs from 30 to 49. A control group were matched by sex distribution and socioeconomic class. Each child's spontaneous speech while playing with various toys was tape recorded in 3 separate half-hour sessions. Picture vocabulary for everyday objects was assessed in both naming and a pointing test. The 3 groups show no difference in picture vocabulary scores, but when it comes to understanding the SMRs do worse than the normals. Thus while the 3 groups were equal in their knowledge of single words for objects, they differed greatly in their ability to string words together into sentences.

Schiefelbusch, R., Copeland, R. H., & Smith, J. O. *Language and mental retardation*. New York: Holt, Rinehart and Winston, Inc., 1967.

A book of conceptual considerations — contains a valuable list of references at the end of each chapter.

Schiefelbusch, R. (Ed.), *Language of the mentally retarded*. Baltimore, Md.: University Park Press, 1972.

A reporting of recent research by the researchers; the book includes the questions and answers asked at the symposium and provides a breadth of information for the reader.

Stark, Rosenbaum, Schwartz, & Wisan. The nonverbal child: Some Clinical guidelines. *Journal of Speech and Hearing Disorders*, 1973, Vol. 38, 59-72.

This article describes some principles and procedures related to language training for nonverbal children. Reinforcement theory is discussed. Emphasis is on the application of an experimental approach to the modification of language behavior. The role of recent research in language acquisition as well as the relationship of the language training to the social environment is discussed. In this article the authors have tried to highlight some of the problems, procedures, and new directions that must be taken to establish an appropriate language behavior in a communicative context, resulting from a systematic and empirically based program.

Sullivan, J. P., & Batarseh, G. J. Educational therapy with the severely retarded. *The Training School Bulletin*, 1973, 70, 1, 5-9.

The article brings up the fact of how severely retarded youngsters have always been relegated to custodial care, their mentality viewed as too low to grasp even the rudiments of everyday living. It goes on to discuss possible behavior control methods, attention spans and retainment, gross and fine motor training, etc. Included also is the attempt at language development. Perception by visual recognition of names with pictures was given as an example. This method can be adopted to meet every right to education classroom, however — for example, merely associating the word "Bobby" with the image in the mirror. Also mentioned was the auditory unit of communication. Here, for example, identification of an alarm clock or other object can be sought by a touch-sound method. The "P" level of the Peabody Kit can initiate matching of sounds to stimuli and cause verbal responses to sound identification. Also mentioned was simple motor imitation as a pre-requisite to language for even more severely handicapped children.

Talkington, L. W., Hall, S. M., & Altman, R. Use of peer modeling procedures with severely retarded subjects on a basic communication response skill. *The Training School Bulletin*, 1973, 69, 4, 45-49.

The article basically entails the establishment that the influence of modeling procedures has on the behavior of others. Work of several investigators dealing with speech training and verbal production has touched on a modeling technique in prompting vocabulary development in these children — imitating a word. This parroting is then given social reinforcement. The verbal model-imitation-reinforcement cycle results in development of language skills. A study was conducted showing this modeling procedure with severely retarded children on a simple training task. Language development, *per se*, was not attempted, but the more basic receptive communication tasks of responding to verbal cues, etc., were indicated as feasible. Results from measuring the number of responses to commands and pairing these responses with the social reinforcement was done.

United States Department of Health, Education, & Welfare. Social Rehabilitation Service. *Children's Bureau*. Washington, D. C., 1969, 52-1964, 2-4.

Rather than concentration on actual speech parts of the pamphlet, justifiable findings for right to education children can also be found. For example, the use of communication through any form of language includes use of the parts of our bodies we use to breathe, swallow, cough. Nerves and muscles grow with children and thus different sounds can be produced. Communication itself begins when a baby cries. His cries are of hunger, pain, anger, etc.; these tones are communication. Hearing is communication through which a child can respond with an eye blink or other activity.

The role of nonprofessionals persons in teaching language skills to mentally retarded children. *Exceptional Children*, 1970, 37.

The study reviewed a two-year research project in which two former psychiatric aides were trained to serve as language developmentalists for small groups of institutionalized severely retarded children. Forty children participating in the program were compared with a matched control group on variable IQ, language, age, and social quotient. Children attending language classes met daily for approximately one hour. They were taught from the Peabody Language Development Kits and a series of lessons developed during the project. Results showed significantly greater language scores made by the language training groups. IQ scores increases were equivocal, but again faired those children attending language classes.

Winitz, H. Problem solving and the delaying of speech as strategies in the teaching of language.
ASHA, October 1973, 583-586.

A unique concept for most "programmers" — the importance of "reinforcing" the natural language to bring about improvement in grammatical structure.

8

QUANTITATIVE SKILLS

INDIVIDUALIZED EDUCATION PROGRAM

This curriculum is designed to serve as a guide and not a recipe for generating and developing relevant, age-appropriate curriculum for secondary level handicapped students in five developmental skills areas. It is important for every teacher to develop an individualized program appropriate to the needs of each individual student.

Throughout the following pages, the objectives stated in the Key Objectives Checklist have been broken into smaller skill components. These components are to be used as starting points and as a guide in developing the student's IEP. These skills, as presented, are not sufficient for thorough teaching and training. All the possible breakdowns cannot be included since there are an infinite number of them. Therefore, the teacher is encouraged to (a) adapt the skill listings and the evaluation procedures to the needs of the individual; (b) refer to the listed references; and (c) transfer job related information obtained from the natural environment (JFP) onto the appropriate profile sheet of instructional skills.

It is important that the teacher utilize several sources in developing a training program. The teacher can obtain information needed to develop a student's profile page by (1) *creating* his/her own list of skills, (2) *reviewing the literature* and adding additional skills, and (3) *inventorying the natural environment* where skills are performed. Each student profile page, in every developmental skill area, has been structured to allow for this.

COMPOSITION OF THE STUDENT PROFILE PAGE

Each student profile page contains a **TITLE**, corresponding to the developmental area being addressed (ADL, Motor, Communication, Quantitative, or Independent Living); a **KEY OBJECTIVE** (each developmental area lists these main objectives, which, when successfully attained by the student, will lead to mastery in the designated skill area); **SUB-OBJECTIVES** with a variety of numbered *skill listings*, which, when successfully attained, along with the additional skills listed by a teacher(s), will lead to mastery of that sub-objective; plus numbered spaces to add these additional skills.

In addition to these components, each page lists five **SOURCES OF ADDITIONAL INFORMATION** from which the teacher(s) might obtain relevant skills. These sources are:

(1) **INSTRUCTOR'S INGENUITY** - Teachers working with this population of students will have, in most cases, a multitude of skills which they have successfully used in training their students in a particular developmental area. It is recommended that the teacher(s) use his/her own creativity to articulate and design programs for training students to acquire the appropriate skills. There may also be some skills stated on the list that are not appropriate or will require modification. These changes should also be made.

(2) **JOB INVENTORY INFORMATION** - In order to make the training of each student as relevant and age-appropriate as possible, information on job possibilities needs to be gathered from the natural environment using the job skill inventory and corresponding common core skill listings. This information is then matched with the student's skills and added to the skill listings under the appropriate objective headings. (This matching process has been explained in the Student Scan Profile section of this book and in the Core Skill Listings section.)

(3) **EXISTING PROGRAMS IN PRINT** - In some cases it may also be necessary to gather additional information on a stated objective in order to develop a comprehensive training program. It is recommended that teacher(s) seek out reference programs and people located around the country engaged in training in the area of a particular objective. References should be listed under Existing Programs in Print.

(4) **RELATED REFERENCES** - The intent of this source is to gather more information. These references deal with a broader range of topics and are located at the end of each developmental section and in Appendix B. They are annotated to give the reader an idea of what the program is trying to accomplish.

(5) **OTHER/COMMENTS:** Space is provided for the teacher(s) to add additional resources not included on the profile page. This space can also be used for comments, narrative descriptions, notes of progress, etc.

Since there are a number of available resources, additional space may be needed. In Appendix C additional pages are provided for this purpose. It is suggested that these pages, when used, be placed behind the original working profile page and numbered appropriately.

EVALUATION

Space is provided for rating and evaluating the student on his/her progress as it coincides with the objectives. The rating and planning forms are designed to be consistent. There is one key used throughout the SFP. Consequently, the Student Profile page should be scored in the same way as the Key Objectives Checklist and Student Scan Profile, using the identical scoring and rating key. These two keys are listed at the bottom of each Student Skill Profile sheet.

It should be noted that some skills under each objective may be rated with a ✓ signifying student attainment of that skill, while other skills under the same objective might be rated with a P, denoting Progress of Partial Attainment of that skill, or with a NP or NA if No Progress has been made or the skill is Not Applicable at that time. The teacher(s) should then structure his/her training program around those skills that still need improvement. If a student's objective has been marked in the Key Objectives Checklist as having been successfully attained, then that notation is made on the corresponding Student Skill Profile page and the instructor would move to another objective or developmental area.

The CORE of a student's Individualized Education Program (IEP) is developed through this detailed assessment which leads to a plan of individual instruction utilizing a relevant, age-appropriate curriculum designed to meet the needs of an individual student.

APPLIED QUANTITATIVE SKILLS

Student's Name _____

I. Key Objective: NUMBER SKILLS

A. Objective: QUANTITATIVE VOCABULARY

Date: _ _ _ _

Detailed Skill Listing:

- | | |
|---|---|
| 1. Knows and uses properly exact number words such as "couple", "pair", "dozen", "half dozen", "none" | ☐ ☐ ☐ ☐ |
| 2. Knows and uses properly inexact number words such as "a few", "several", "many" | ☐ ☐ ☐ ☐ |
| 3. Knows and uses properly relative number words such as "more", "less", "fewer", "longer", "shorter", "most", "least", "fewest", "longest", "shortest", and other comparative and superlative quantitative words | ☐ ☐ ☐ ☐ |

Additional skills to be determined by Instructor
(use sources of ADDITIONAL INFORMATION for assistance)

- | | |
|----|---|
| 4. | ☐ ☐ ☐ ☐ |
| 5. | ☐ ☐ ☐ ☐ |
| 6. | ☐ ☐ ☐ ☐ |

Sources of Additional Information:

1. Instructor's Ingenuity
2. Job Inventory Information (Job Functional Profile)
3. Existing Programs in Print
4. Related References (refer to back of ADL section)
5. Other/Comments

RATING KEY

✓ = Skill Fully Attained
P = Progress or Partial Attainment
NP or NA = No Progress or Not Applicable

RATER CODE

T = Teacher
A = Aide
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C = Rehab. couns.
O = Other

APPLIED QUANTITATIVE SKILLS

Student's Name _____

I. Key Objective: NUMBER SKILLS

B. Objective: COUNTING, READING AND WRITING NUMBERS

Detailed Skill Listing:

1. Can count a set of under 100 objects accurately and record the number
2. Can count by 2's, 5's, 10's and 25's to 100
3. Can read and write numbers to 1,000
4. Can read simple fractions and mixed numbers such as $\frac{1}{4}$ and $\frac{1}{2}$

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Additional skills to be determined by Instructor

(use sources of ADDITIONAL INFORMATION for assistance)

- 5.
- 6.
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APPLIED QUANTITATIVE SKILLS

Student's Name _____

I. Key Objective: NUMBER SKILLS

Date: _ _ _ _

C. Objective: COMPUTATION

Detailed Skill Listing:

1. Can add or subtract single digit numbers mentally
2. Can arrange two or three digit numbers or money amounts up to \$10.00 in a column
3. Can add or subtract two or three digit numbers or money values up to \$10.00 if can use a calculator to find solution

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Additional skills to be determined by Instructor
(use sources of ADDITIONAL INFORMATION for assistance)

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APPLIED QUANTITATIVE SKILLS

Student's Name _____

I. Key Objective: NUMBER SKILLS

Date: _ _ _ _

D. Objective: WORD PROBLEMS

Detailed Skill Listing:

1. Can find the solution to a practical, simple word problem, given orally, using computational skills in addition or subtraction

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Additional skills to be determined by Instructor

(use sources of ADDITIONAL INFORMATION for assistance)

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Sources of Additional Information:

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APPLIED QUANTITATIVE SKILLS

Student's Name

II. Key Objective: TIME AND DATES

A. Objective: TIME

Date: _ _ _ _

Detailed Skill Listing:

1. Can associate a given daily event (e.g., breakfast) with a specific time
2. Can read and orally state the time on the hour, half-hour and quarter hour
3. Can read and orally state the time to the minutes, without being in error by more than one minute
4. Can use a second hand to determine a specified number of seconds, starting with the second hand at "12"
5. Can use "a.m." and "p.m." properly in context
6. Can read the time off a simple schedule and show how the clock will look at that time

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Additional skills to be determined by Instructor
(use sources of ADDITIONAL INFORMATION for assistance)

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APPLIED QUANTITATIVE SKILLS

Student's Name _____

II. Key Objective: TIME AND DATES

B. Objective: DATES

Date: _ _ _ _

Detailed Skill Listing:

1. Can associate a regular non-daily event with a day of the week (e.g., church on Sunday)
2. Can say in order the days of the week and months of the year
3. Can state the name of the day, of yesterday and tomorrow
4. Can state the name of the month, of last month, of next month
5. Can state the current season and identify which months are associated with each season
6. Can use a calendar to determine the date and orally state it
7. Can write the date using the abbreviation for the month or using a number to represent the month

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Additional skills to be determined by Instructor
(use sources of ADDITIONAL INFORMATION for assistance)

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APPLIED QUANTITATIVE SKILLS

Student's Name _____

III. Key Objective: MONEY

A. Objective: MONEY VALUES

Date: _ _ _ _

Detailed Skill Listing:

- | | | | | |
|---|--------------------------|--------------------------|--------------------------|--------------------------|
| 1. Can name the coins and state their value in cents | ☐ | ☐ | ☐ | ☐ |
| 2. Can state the value of several coins of the same value (e.g., 3 dimes) | ☐ | ☐ | ☐ | ☐ |
| 3. Can state the value of several coins of various value when the total value is less than one dollar | ☐ | ☐ | ☐ | ☐ |
| 4. Can state the value of several coins of various value when the total value is between one and five dollars | ☐ | ☐ | ☐ | ☐ |
| 5. Can state the value of a set of money including dollar bills and change up to ten dollars | ☐ | ☐ | ☐ | ☐ |

Additional skills to be determined by Instructor
(use sources of ADDITIONAL INFORMATION for assistance)

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|----|--------------------------|--------------------------|--------------------------|--------------------------|
| 6. | ☐ | ☐ | ☐ | ☐ |
| 7. | ☐ | ☐ | ☐ | ☐ |
| 8. | ☐ | ☐ | ☐ | ☐ |

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APPLIED QUANTITATIVE SKILLS

Student's Name _____

III. Key Objective: MONEY

Date: _ _ _ _

B. Objective: MAKING CHANGE

Detailed Skill Listing:

1. Can make change for a coin or bill up to \$10.00 (e.g., give coins for a dollar bill)
2. Can count out change due the customer after a purchase of under \$10.00
3. Given a larger sum of money than needed for a given purchase under \$10.00 can select appropriate bills and coins to use in payment (a) when exact change is in one's possession and (b) when exact change is not in one's possession

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Additional skills to be determined by Instructor

(use sources of ADDITIONAL INFORMATION for assistance)

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APPLIED QUANTITATIVE SKILLS

Student's Name _____

III. Key Objective: MONEY

Date: ____ - ____ - ____

C. Objective: READING AND WRITING MONEY VALUES

Detailed Skill Listing:

1. Can read the price of an item up to \$100 from a newspaper or price tag
2. Can express a money value in writing, using either the \$ or ¢ sign as appropriate
3. Can write a check

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Additional skills to be determined by Instructor
(use sources of ADDITIONAL INFORMATION for assistance)

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APPLIED QUANTITATIVE SKILLS

Student's Name _____

III. Key Objective: MONEY

D. Objective: OTHER APPLICATIONS

Date: _ _ _ _

Detailed Skill Listing:

1. Can do simple comparison shopping when products are the same (e.g., in site, etc.)
2. Can determine how much cash one needs for the day's activities (e.g., bus fare, lunch, etc.)
3. Can prepare a weekly budget when given the budget categories
4. Can balance a checkbook
5. Can evaluate a check presented by another, recording appropriate identifying information

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Additional skills to be determined by Instructor
(use sources of ADDITIONAL INFORMATION for assistance)

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2. Job Inventory Information (Job Functional Profile)
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APPLIED QUANTITATIVE SKILLS

Student's Name _____

IV. Key Objective: WEIGHT/LENGTH

Date: _ _ _ _

A. Objective: WEIGHT

Detailed Skill Listing:

1. Can read a personal bath scales when each 10 pounds is marked, and state the weight
2. Can read a scales registering pounds and ounces, and state the weight
3. Can compare the weight of two grocery items by finding the appropriate information on the label, and tell which is heavier
4. Can use a scales registering pounds and ounces to weigh out a specified amount of a product

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Additional skills to be determined by Instructor

(use sources of ADDITIONAL INFORMATION for assistance)

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Sources of Additional Information:

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2. Job Inventory Information (Job Functional Profile)
3. Existing Programs in Print
4. Related References (refer to back of ADL section)
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APPLIED QUANTITATIVE SKILLS

Student's Name _____

IV. Key Objective: WEIGHT/LENGTH

Date: _ _ _ _

B. Objective: LENGTH

Detailed Skill Listing:

1. Can identify by name a foot ruler, yardstick, meter stick and tape measure, and indicate the names of the unit(s) each measures
2. Can use a foot ruler, yardstick, meter stick and tape measure to determine the length or height of an object
3. Can use a foot ruler, yardstick, meter stick and tape measure to mark off a specified length of a longer object. Does this more than one time so that a straight line can be drawn connecting the measurements (e.g., cutting a piece off a bolt of cloth or marking the hem line on a skirt)

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Additional skills to be determined by Instructor
(use sources of ADDITIONAL INFORMATION for assistance)

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Sources of Additional Information:

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2. Job Inventory Information (Job Functional Profile)
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APPLIED QUANTITATIVE SKILLS

Student's Name _____

V. Key Objective: OTHER NUMBER APPLICATIONS

Date: _ _ _ _

A. Objective: HOUSEHOLD MEASUREMENTS

Detailed Skill Listing:

1. Recognizes gallon, half-gallon, quart and pint bottles or cartons and can estimate the numbers of 8 oz. glasses each contains
2. Recognizes cup and spoon measures and can measure a specified amount of a cooking ingredient, including fractional parts of a cup
3. Can follow a simple recipe given orally or in list form with abbreviations or full words used

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Additional skills to be determined by Instructor
(use sources of ADDITIONAL INFORMATION for assistance)

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Sources of Additional Information:

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2. Job Inventory Information (Job Functional Profile)
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APPLIED QUANTITATIVE SKILLS

Student's Name _____

II. Key Objective: OTHER NUMBER APPLICATIONS

Date: _ _ _ _

B. Objective: TEMPERATURE

Detailed Skill Listing:

1. Associates appropriate clothing with a given temperature
2. Can read a thermometer marked off in 2's, 5's, or 10's
3. Can take two thermometer readings and determine if the temperature is rising or falling
4. Can find and read the predicted temperature in the newspaper, including the symbol for degrees
5. Can set a heat regulator

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Additional skills to be determined by Instructor

(use sources of ADDITIONAL INFORMATION for assistance)

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APPLIED QUANTITATIVE SKILLS

Student's Name _____

V. Key Objective: OTHER NUMBER APPLICATIONS

Date: _____

C. Objective: COMMON DIALS, GAUGES AND METERS

Detailed Skill Listing:

1. Can set the following dials radio, TV, washing machine, dryer, other
2. Can read a speedometer, odometer, water, gas or electric meter, and record the reading where appropriate
3. Can take other reading appropriate to specific job

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Additional skills to be determined by Instructor

(use sources of ADDITIONAL INFORMATION for assistance)

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Sources of Additional Information:

1. Instructor's Ingenuity
2. Job Inventory Information (Job Functional Profile)
3. Existing Programs in Print
4. Related References (refer to back of ADL section)
5. Other/Comments

RATING KEY

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NP or NA = No Progress or Not Applicable

RATER CODE

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9

INDEPENDENT LIVING SKILLS

INDIVIDUALIZED EDUCATION PROGRAM

This curriculum is designed to serve as a guide and not a recipe for generating and developing relevant, age-appropriate curriculum for secondary level handicapped students in five developmental skills areas. It is important for every teacher to develop an individualized program appropriate to the needs of each individual student.

Throughout the following pages, the objectives stated in the Key Objectives Checklist have been broken into smaller skill components. These components are to be used as starting points and as a guide in developing the student's IEP. These skills, as presented, are not sufficient for thorough teaching and training. All the possible breakdowns cannot be included since there are an infinite number of them. Therefore, the teacher is encouraged to (a) adapt the skill listings and the evaluation procedures to the needs of the individual; (b) refer to the listed references; and (c) transfer job related information obtained from the natural environment (JFP) onto the appropriate profile sheet of instructional skills.

It is important that the teacher utilize several sources in developing a training program. The teacher can obtain information needed to develop a student's profile page by (1) *creating* his/her own list of skills, (2) *reviewing the literature* and adding additional skills, and (3) *inventorying the natural environment* where skills are performed. Each student profile page, in every developmental skill area, has been structured to allow for this.

COMPOSITION OF THE STUDENT PROFILE PAGE

Each student profile page contains a **TITLE**, corresponding to the developmental area being addressed (ADL, Motor, Communication, Quantitative, or Independent Living); a **KEY OBJECTIVE** (each developmental area lists these main objectives, which, when successfully attained by the student, will lead to mastery in the designated skill area); **SUB-OBJECTIVES** with a variety of numbered *skill listings*, which, when successfully attained, along with the additional skills listed by a teacher(s), will lead to mastery of that sub-objective; plus numbered spaces to add these additional skills.

In addition to these components, each page lists five **SOURCES OF ADDITIONAL INFORMATION** from which the teacher(s) might obtain relevant skills. These sources are:

(1) **INSTRUCTOR'S INGENUITY** - Teachers working with this population of students will have, in most cases, a multitude of skills which they have successfully used in training their students in a particular developmental area. It is recommended that the teacher(s) use his/her own creativity to articulate and design programs for training students to acquire the appropriate skills. There may also be some skills stated on the list that are not appropriate or will require modification. These changes should also be made.

(2) **JOB INVENTORY INFORMATION** - In order to make the training of each student as relevant and age-appropriate as possible, information on job possibilities needs to be gathered from the natural environment using the job skill inventory and corresponding common core skill listings. This information is then matched with the student's skills and added to the skill listings under the appropriate objective headings. (This matching process has been explained in the Student Scan Profile section of this book and in the Core Skill Listings section.)

(3) **EXISTING PROGRAMS IN PRINT** - In some cases it may also be necessary to gather additional information on a stated objective in order to develop a comprehensive training program. It is recommended that teacher(s) seek out reference programs and people located around the country engaged in training in the area of a particular objective. References should be listed under Existing Programs in Print.

(4) **RELATED REFERENCES** - The intent of this source is to gather more information. These references deal with a broader range of topics and are located at the end of each developmental section and in Appendix B. They are annotated to give the reader an idea of what the program is trying to accomplish.

(5) **OTHER/COMMENTS:** Space is provided for the teacher(s) to add additional resources not included on the profile page. This space can also be used for comments, narrative descriptions, notes of progress, etc.

Since there are a number of available resources, additional space may be needed. In Appendix C additional pages are provided for this purpose. It is suggested that these pages, when used, be placed behind the original working profile page and numbered appropriately.

EVALUATION

Space is provided for rating and evaluating the student on his/her progress as it coincides with the objectives. The rating and planning forms are designed to be consistent. There is one key used throughout the SFP. Consequently, the Student Profile page should be scored in the same way as the Key Objectives Checklist and Student Scan Profile, using the identical scoring and rating key. These two keys are listed at the bottom of each Student Skill Profile sheet.

It should be noted that some skills under each objective may be rated with a ✓ signifying student attainment of that skill, while other skills under the same objective might be rated with a P, denoting Progress or Partial Attainment of that skill, or with a NP or NA if No Progress has been made or the skill is Not Applicable at that time. The teacher(s) should then structure his/her training program around those skills that still need improvement. If a student's objective has been marked in the Key Objectives Checklist as having been successfully attained, then that notation is made on the corresponding Student Skill Profile page and the instructor would move to another objective or developmental area.

The CORE of a student's Individualized Education Program (IEP) is developed through this detailed assessment which leads to a plan of individual instruction utilizing a relevant, age-appropriate curriculum designed to meet the needs of an individual student.

INDEPENDENT LIVING SKILLS

Student's Name _____

I. Key Objective: USING A TELEPHONE

A. Objective: KNOWS OWN PHONE NUMBER

Detailed Skill Listing:

- 1.
- 2.
- 3.

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Additional skills to be determined by Instructor
(use sources of ADDITIONAL INFORMATION for assistance)

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Sources of Additional Information:

1. Instructor's Ingenuity
2. Job Inventory Information (Job Functional Profile)
3. Existing Programs in Print
4. Related References (refer to back of ADL section)
5. Other/Comments

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RATER CODE

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INDEPENDENT LIVING SKILLS

Student's Name _____

I. Key Objective: USING A TELEPHONE

Date: _ _ _ _

B. Objective: ANSWERS THE PHONE

Detailed Skill Listing:

1. Picks up the receiver when phone rings and greets the caller
2. When familiar person is requested, either calls that person to the phone or says the person is not available
3. Asks to take the name/number to call back, and correctly writes name
4. Asks to take a message and either delivers it orally or puts it in writing

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Additional skills to be determined by Instructor
(use sources of ADDITIONAL INFORMATION for assistance)

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INDEPENDENT LIVING SKILLS

Student's Name _____

I. Key Objective: USING A TELEPHONE

C. Objective: PLACES A PHONE CALL

Date: _ _ _ _

Detailed Skill Listing:

1. Correctly identifies dial tone and busy signal
2. Given a number, will correctly dial it
3. Greets person answering the phone
4. States purpose of the call and/or asks for another person
5. Leaves name and number for return call
6. Ends conversation with a closing

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Additional skills to be determined by Instructor
(use sources of ADDITIONAL INFORMATION for assistance)

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INDEPENDENT LIVING SKILLS

Student's Name _____

I. Key Objective: USING A TELEPHONE

Date: ____ - ____ - ____

D. Objective: PLACES AN EMERGENCY CALL

Detailed Skill Listing:

1. Knows, or knows where to locate numbers for police, fire department, doctor and ambulance

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2. Can state an emergency message and provide adequate information

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Additional skills to be determined by Instructor

(use sources of ADDITIONAL INFORMATION for assistance)

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INDEPENDENT LIVING SKILLS

Student's Name _____

I. Key Objective: USING A TELEPHONE

Date: _ _ _ _

A. Objective: MORE COMPLEX TELEPHONE NUMBERS

Detailed Skill Listing:

1. Uses a pay phone to place a local call
2. Dials 0 for operator and asks for any assistance needed
3. Requests directory assistance and notes phone number given
4. Places long distance calls when number is given (with or without the "1")
5. Given a name, locates phone number in directory

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Additional skills to be determined by Instructor
(use sources of ADDITIONAL INFORMATION for assistance)

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INDEPENDENT LIVING SKILLS

Student's Name _____

II. Key Objective: SHOPPING

Date: ____ - ____ - ____

A. Objective: PLANS THE SHOPPING TRIP

Detailed Skill Listing:

1. Makes simple list or uses grocery checklist
2. Is aware of ads or coupons for specific items
3. Estimates amount of money necessary to make purchases or secures that information from another
4. Determines amount of money available and modifies plans accordingly
5. Knows own clothing sizes

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Additional skills to be determined by Instructor
(use sources of ADDITIONAL INFORMATION for assistance)

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INDEPENDENT LIVING SKILLS

Student's Name _____

II. Key Objective: SHOPPING

B. Objective: SELECTS ITEMS

Date: ____/____/____

Detailed Skill Listing:

1. Knows category to which item belongs (e.g., dairy products)
2. Knows basic organization of grocery, drug and department store
3. Searches systematically for objects in right part of store
4. If an item is not located, asks clerk for assistance
5. Evaluates quality and price of item, and decides whether or not to purchase (e.g., produce)
6. Compares quality and price of similar items, and chooses one for a verbally stated reason

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Additional skills to be determined by Instructor
(use sources of ADDITIONAL INFORMATION for assistance)

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INDEPENDENT LIVING SKILLS

Student's Name _____

II. Key Objective: SHOPPING

C. Objective: MAKES A PURCHASE

Date: _ _ _ _

Detailed Skill Listing:

1. Takes items to be purchased to cash register
2. Awaits turn (in line, if appropriate) for clerk's attention
3. Provides sufficient cash to make purchase and counts change

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Additional skills to be determined by Instructor
(use sources of ADDITIONAL INFORMATION for assistance)

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INDEPENDENT LIVING SKILLS

Student's Name _____

II. Key Objective: SHOPPING

D. Objective: MORE COMPLEX SHOPPING SKILLS

Detailed Skill Listing:

1. Can return an item and receive credit
2. Can use a charge account
3. Knows about installment payments
4. Can use coupons and food stamps

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Additional skills to be determined by Instructor
(use sources of ADDITIONAL INFORMATION for assistance)

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INDEPENDENT LIVING SKILLS

Student's Name _____

III. Key Objective: COMMUNITY MOBILITY

Date: ____ - ____ - ____

A. Objective: WALKING

Detailed Skill Listing:

1. Walks on correct side of road or on sidewalk
2. Uses crosswalks
3. Observes WALK/WAIT light, or crosses with green light

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Additional skills to be determined by Instructor
(use sources of ADDITIONAL INFORMATION for assistance)

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INDEPENDENT LIVING SKILLS

Student's Name _____

III. Key Objective: COMMUNITY MOBILITY

B. Objective: BICYCLING

Date: _____

Detailed Skill Listing:

1. Rides on correct side of road
2. Observes traffic signs
3. Gives signals for turns
4. Observes regulations regarding lights, reflectors and licensing

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Additional skills to be determined by Instructor
(use sources of ADDITIONAL INFORMATION for assistance)

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Sources of Additional Information:

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INDEPENDENT LIVING SKILLS

Student's Name _____

III. Key Objective: COMMUNITY MOBILITY

C. Objective: PUBLIC TRANSPORTATION

Date: ____ - ____ - ____

Detailed Skill Listing:

1. Identifies bus or subway stop
2. Knows name or number of bus or train frequently taken
3. Knows the fare
4. Behaves safely and courteously while on a bus or subway
5. Knows where to get off bus or subway
6. Can use a simple schedule

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Additional skills to be determined by Instructor
(use sources of ADDITIONAL INFORMATION for assistance)

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INDEPENDENT LIVING SKILLS

Student's Name _____

III. Key Objective: COMMUNITY MOBILITY

D. Objective: TAXI

Date: _ _ _ _

Detailed Skill Listing:

1. Can phone or hail a cab
2. Provides driver with sufficient information about destination
3. Pays driver, adding a tip

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Additional skills to be determined by Instructor

(use sources of ADDITIONAL INFORMATION for assistance)

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INDEPENDENT LIVING SKILLS

Student's Name _____

III. Key Objective: COMMUNITY MOBILITY

Date: _ _ _ _

E. Objective: ORGANIZES TIME FOR TIMELY ARRIVAL AT DESTINATION

Detailed Skill Listing:

- 1.
- 2.
- 3.

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Additional skills to be determined by Instructor
(use sources of ADDITIONAL INFORMATION for assistance)

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INDEPENDENT LIVING SKILLS

Student's Name _____

IV. Key Objective: EATING IN A RESTAURANT OR CAFETERIA

Date: _ _ _ _

A. Objective: ARRIVAL PROCEDURES

Detailed Skill Listing:

1. Enters restaurant appropriately
2. Waits to be seated by a hostess, if appropriate, and states number in party
3. If there is no hostess, selects empty space that will accomodate group
4. In cafeteria, goes to end of line and secures tray and silverware

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Additional skills to be determined by Instructor
(use sources of ADDITIONAL INFORMATION for assistance)

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INDEPENDENT LIVING SKILLS

Student's Name _____

IV. Key Objective: EATING IN A RESTAURANT OR CAFETERIA

Date: _ _ _ _

B. Objective: SELECTING AND ORDERING FOOD

Detailed Skill Listing:

1. If unable to read menu, seeks assistance
2. Waits to be asked for order
3. Selects varied menu, possibly taking into account the four food groups, and orders a beverage

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Additional skills to be determined by Instructor
(use sources of ADDITIONAL INFORMATION for assistance)

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INDEPENDENT LIVING SKILLS

Student's Name _____

IV. Key Objective: EATING IN A RESTAURANT OR CAFETERIA

Date: _____

C. Objective: EATING FOOD

Detailed Skill Listing:

1. Uses a napkin
2. Speaks at a conversational level
3. Eats in a mannerly fashion
4. Waits for others to finish each course

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Additional skills to be determined by Instructor
(use sources of ADDITIONAL INFORMATION for assistance)

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INDEPENDENT LIVING SKILLS

Student's Name _____

IV. Key Objective: EATING IN A RESTAURANT OR CAFETERIA

D. Objective: PAYING FOR THE MEAL

Date: _ _ _ _

Detailed Skill Listing:

1. Appropriately summons waiter or waitress to secure check
2. Leaves a tip at place
3. Presents cashier with appropriate payment and counts change

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Additional skills to be determined by Instructor
(use sources of ADDITIONAL INFORMATION for assistance)

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3. Existing Programs in Print
4. Related References (refer to back of ADL section)
5. Other/Comments

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C = Rehab. couns.
O = Other

214

INDEPENDENT LIVING SKILLS

Student's Name _____

V. Key Objective: CLOTHING CARE

Date: ____ - ____ - ____

A. Objective: CLOTHING REPAIRS

Detailed Skill Listing:

1. Indicates loose hem, tear in clothing, rip in seam or missing button
2. Matches thread color to material
3. Threads needle
4. Knots end of thread
5. Pushes/pulls needles through material
6. Sews on button securely
7. Sews on hooks and eyes, and snaps
8. Makes slip knot at end of sewing
9. Makes seam repair with stitches at least 6 per inch
10. Makes hem repair with fine stitches

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Additional skills to be determined by Instructor
(use sources of ADDITIONAL INFORMATION for assistance)

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INDEPENDENT LIVING SKILLS

Student's Name

V. Key Objective: CLOTHING CARE

B. Objective: CLOTHING PRESSING

Date: _ _ _ _

Detailed Skill Listing:

1. Hangs up clothing on hanger
2. Hangs skirt or pants on special purpose hangers
3. Folds T-shirts, sweaters, underwear
4. Prepares iron, selecting appropriate setting
5. Irons flat items, such as handkerchiefs, T-shirts
6. Irons pants, putting a crease in the correct place
7. Irons shirts, blouses and dresses
8. Uses pressing cloth for wools and other fabrics

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Additional skills to be determined by Instructor
(use sources of ADDITIONAL INFORMATION for assistance)

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INDEPENDENT LIVING SKILLS

Student's Name _____

V. Key Objective: CLOTHING CARE

Date: _____

C. Objective: SHOE CARE

Detailed Skill Listing:

1. Cares for wet or muddy shoes
2. Matches polish color with shoe color
3. Applies polish with cloth
4. Buffs shoes
5. Replaces worn-out shoe laces
6. Identifies shoes needing repair

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Additional skills to be determined by Instructor
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INDEPENDENT LIVING SKILLS

Student's Name _____

V. Key Objective: CLOTHING CARE

D. Objective: HAND LAUNDRY

Date: _ _ _ _

Detailed Skill Listing:

1. Prepares soapy water
2. Works soapy water through clothes
3. Wrings or squeezes water out of clothes
4. Prepares rinse water
5. Rinses clothes
6. Wrings or squeezes excess water
7. Hangs clothes up to dry

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Additional skills to be determined by Instructor
(use sources of ADDITIONAL INFORMATION for assistance)

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INDEPENDENT LIVING SKILLS

Student's Name _____

V. Key Objective: CLOTHING CARE

Date: ____ - ____ - ____

C. Objective: SHOE CARE

Detailed Skill Listing:

1. Cares for wet or muddy shoes
2. Matches polish color with shoe color
3. Applies polish with cloth
4. Buffs shoes
5. Replaces worn-out shoe laces
6. Identifies shoes needing repair

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Additional skills to be determined by Instructor
(use sources of ADDITIONAL INFORMATION for assistance)

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INDEPENDENT LIVING SKILLS

Student's Name _____

V. Key Objective: CLOTHING CARE

D. Objective: HAND LAUNDRY

Date: _ _ _ _

Detailed Skill Listing:

1. Prepares soapy water
2. Works soapy water through clothes
3. Wrings or squeezes water out of clothes
4. Prepares rinse water
5. Rinses clothes
6. Wrings or squeezes excess water
7. Hangs clothes up to dry

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Additional skills to be determined by Instructor
(use sources of ADDITIONAL INFORMATION for assistance)

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220

INDEPENDENT LIVING SKILLS

Student's Name _____

V. Key Objective: CLOTHING CARE

E. Objective: MACHINE LAUNDRY

Date: _ _ _ _

Detailed Skill Listing:

1. Sorts out clothes with colors that would run
2. Chooses water temperature and level
3. Distributes clothes evenly in washer without overloading
4. Measures and adds proper amount of detergent
5. Loads clean clothes into dryer
6. Selects appropriate heat and time setting on dryer
7. Folds, sorts and puts away clothing
8. Uses coin-operated washer and dryer

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Additional skills to be determined by Instructor

(use sources of ADDITIONAL INFORMATION for assistance)

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INDEPENDENT LIVING SKILLS

Student's Name _____

VI. Key Objective: APPLYING FOR A JOB

A. Objective: PLANNING AHEAD

Date: _ _ _ _

Detailed Skill Listing:

1. Dresses appropriately for an interview
2. Plans time to arrive when expected
- Additional skills to be determined by Instructor
(use sources of ADDITIONAL INFORMATION for assistance)

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INDEPENDENT LIVING SKILLS

Student's Name _____

VI. Key Objective: APPLYING FOR A JOB

Date: _ _ _ _

B. Objective: PROCEDURES UPON ARRIVAL

Detailed Skill Listing:

1. Locates employment office at firm
 2. States purpose at employment office
- Additional skills to be determined by Instructor
(use sources of ADDITIONAL INFORMATION for assistance)

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INDEPENDENT LIVING SKILLS

Student's Name _____

VI. Key Objective: APPLYING FOR A JOB

Date: _____

C. Objective: FILLS OUT APPLICATION BLANK

Detailed Skill Listing:

1. Knows relevant personal data, including social security number
2. Can read labels on application blank
3. Fills in blanks in space provided

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Additional skills to be determined by Instructor
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INDEPENDENT LIVING SKILLS

Student's Name _____

VI. Key Objective: APPLYING FOR A JOB

Date: _ _ _ _

D. Objective: RESPONDS TO INTERVIEW

Detailed Skill Listing:

1. Greets interviewer, using his/her name, if possible
2. Is friendly and polite
3. Answers questions posed
4. Asks relevant questions in a businesslike way
5. Thanks interviewer

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Additional skills to be determined by Instructor
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MADISON JOB SKILL INVENTORY³

A student's attitudes and social habits as they relate to the world of work (i.e., punctuality, job acceptance and adjustment, instructional response, co-worker interaction, consistent performance, tolerance, supervision, correction of error, socialization, and clean-up) and his/her ability to function in an independent living situation, are important concerns and need to be addressed. It is important to understand what will be required on a job as well as what type of information will be reported back to the instructor for training purposes.

On the many ways in which to relate the ten categories mentioned above, the way which seems most functional is the utilization of the Job Skill Inventory Strategy as used in Madison, Wisconsin. A copy of the Madison Job Skill Strategy follows. The complete article can be found in the Detailed Job Analysis section of the *Job Functional Profile (JFP)*. The trainer is encouraged to adapt this strategy and any additional strategies to the specific individual and job site.

AN OUTLINE OF THE MADISON JOB SKILL INVENTORY

I. GENERAL INFORMATION

- A. Reasons why severely handicapped students are considered for this job
- B. A general description of the job
- C. A general description of the work setting
- D. A general description of the social environment
 - 1. Information related to fellow workers
 - 2. Information related to supervision
 - 3. Information related to special contingencies of the employer

II. SPECIFIC SKILL REQUIREMENTS OF THE JOB UNDER ANALYSIS

- A. A listing of the basic physical/sensory-motor skill required
- B. A listing of the basic interpersonal skills required
- C. A listing of the basic language skills (verbal and non-verbal) required
- D. A listing of the basic functional academic skills required
- E. A listing of the basic machine and tool skills required
- F. A listing of the basic hygienic skills required

III. SUPPORTIVE SKILLS AND OTHER INFORMATION REQUIRED

- A. Transportation skills required
- B. Skills related to work preparation
- C. Basic money management skills required
- D. Time telling and time judgment skills required
- E. Health code requirements
- F. Informed consent and legal requirements

3. A Job Skill Inventory Strategy for use in a Public School Vocational Training Program for Severely Handicapped Potential workers. Belmore and Brown, Madison Public Schools and University of Wisconsin.

EXPANSION OF THE JOB SKILL INVENTORY STRATEGY OUTLINE

In this section attempts will be made to elucidate and expand upon the components of the inventory strategy outlined above.

I. GENERAL INFORMATION

A. *Reasons why severely handicapped students are considered for this job* — Specific reasons why the resources of the educational community should be focused toward training severely handicapped students to function in a particular job should be presented. The major purpose of such a delineation is to generate reasonable probabilities that a return for the educational investment is tenable. Thus, it is suggested that at least the following questions should be answered:

1. Has a severely handicapped person ever functioned effectively on this particular job or a closely related job?
2. Has the job been performed successfully by *mildly* handicapped workers?
3. Does a task analysis of the job suggest that the components can be taught to an available severely handicapped student?
4. Contingent upon successful work study performance, will a severely handicapped student be hired by the employer?
5. Is the job site accessible (transportation) to a severely handicapped worker?

B. *A general description of the job* — The general description of the job should precisely state the components of the job tasks under analysis. The purpose of the description is to provide an overview or perspective of the job which presents the specific job task, work hours, and performance criteria. Hopefully, the general description will provide a teacher with an initial appraisal of the rudimentary requirements of a particular job. A minimal listing of what might be included in the general description is as follows.

1. A succinct task analysis of the job should be included. The analysis should depict at least the 10-20 basic steps necessary for successful job performance. The task analysis should also include the following items:
 - a. A description of skills that are not part of the sequence described in the task analysis also should be presented. For example, there may be special cleaning duties to be performed during slack periods.
 - b. A precise description of basic performance criteria should be presented. This description should include information pertaining at least to rate, accuracy, error tolerance, duration, latency, intensity as they are relevant.
2. A description of required work hours per day and per week, days off, overtime, scheduled breaks, etc. should be presented.
3. A description of products produced should be presented.

C. *A general description of the work setting* — A general description of the work setting contains vital information necessary for determining the physical conditions under which a worker will be required to function. Without this information teachers might train potential workers in simulated settings that do not accurately represent the settings in which the workers will ultimately perform. It is suggested that at least the following information be gathered by or for the teacher.

1. The description of the work setting should provide a general description of relevant aspects of the entire physical plant and a more detailed description of specific work areas pertaining to the job.
2. When appropriate, the description of the work setting should include a diagram of crucial work areas.
3. The description of the work setting might also include a summary of environmental changes required. For example, instances when a worker must move from one room to another or go from within a building to the outside should be presented.

D. **A general description of the social environment** — The description of the social environment should highlight the nature and extent of social interactions required of the severely handicapped worker. Obviously this component can delineate only a sample of possible social experiences. In an effort to organize the social environment component, three subcomponents will be considered: (1) information related to fellow workers; (2) information related to supervision; and (3) information related to the special contingencies of the employer. A further description of each subsection is presented below.

1. **Information related to fellow workers.** A detailed description of visible characteristics of fellow workers should be secured. Specifically, the age, sex, daily attire, hair length, duration of employment, and if provided, direct statements made by fellow workers concerning the employment of severely handicapped workers should be secured.
2. **Information related to supervision.** The type(s) and amount of supervision typically provided to workers of the job being assessed should be described in the form of at least the following:
 - a. The number of visits a supervisor makes to the work station during specified time intervals;
 - b. the number of direct commands issued by a supervisor during given time intervals;
 - c. a listing of the actual direct commands issued;
 - d. the number of supervisors who will relate to the worker in question.
3. **Information related to special contingencies of the employer.** Special directives or rules made by an employer that are applicable to all employees should be listed. Specific stipulations might include the following:
 - a. the employer might prohibit gum chewing or smoke;
 - b. the employer might stipulate certain hair lengths or the use of hair nets;
 - c. the employer probably has set procedures concerning absences, breaks, holidays, compensatory leave, and covering for the absence of fellow workers;
 - d. the employer may set aside certain areas for breaks, vending machines, smoking.

II. SPECIFIC WORK SKILLS REQUIRED

Each work skill should be delineated and described in detail. From information secured in this component of the inventory teachers and employers often make the most critical judgments as to readiness for work. Information secured in relation to this component is also vital for planning and implementing instructional programs that will teach specific work skills not currently found in the repertoire of an individual student. The specific skill requirements component is divided into six subcomponents. Each subcomponent is described below.

A. **Basic physical/sensory-motor skill required** — The important motoric skills required of the worker should be delineated. There are hundreds of motoric activities required by even the most rudimentary job. However, it is essential that a job assessor select physical motor skills she and the employer deem crucial. A specific physical-motor skill investigation should relate to at least the following:

1. The quantity of weights lifted and the distance the weights must be carried by the worker should be determined. A precise description of items carried should be included also.
2. A description of any unusual visual or auditory demands placed upon the worker should be provided.
3. A description of the amount of time the worker is required to stand and/or sit while performing work-related duties should be determined.
4. A behavioral description of each physical demand deemed crucial should be presented. For example, if emptying the trash is required then the description of this activity should denote:
 - a. characteristics of trash cans and dumpsters;
 - b. weights and distances involved in trash removal;
 - c. assistance provided or not provided for trash removal.

B. A listing of the basic interpersonal skills required — The basic interpersonal skills component is closely related to the social environment component described earlier. Hopefully, however, this component will provide more detailed listings of the specific cues and responses involved in the job under investigation. Specific basic interpersonal skills should include at least the following:

1. There should be a listing of the specific actions required after direct statements or commands are made by a supervisor.
2. The job assessor should describe the number and type(s) of social interactions conducted among fellow workers. Specifically, the assessor should determine:
 - a. Which interaction are crucial to the job performance;
 - b. which interactions facilitate social success but are not crucial to job performance.
3. A description of lunch break and restroom break activities should be available. Specifically, the assessor should record:
 - a. whether or not the worker regulates her own lunch break;
 - b. a description of the employee eating areas and restrooms.
4. The procedures a worker must use to find additional work when tasks are completed should be determined.
5. Attempts should be made to determine the frequency and type of unexpected social interactions that occur at given time intervals. Specifically, there should be a description of:
 - a. the number and types of occasions when a worker is expected to greet new acquaintances;
 - b. the number and type of occasions when a worker interacts with the public.

C. Language skills required — The language requirements of a job are as crucial to successful performance as motoric skills. Language skills will facilitate direction following, social interaction, as well as confidence in handling normal daily work requirements and unexpected situations. Within a job skills inventory the following language requirement should be delineated:

1. The assessor should determine the required direction following skills. Specifically, it should be noted whether 1, 2, or 3 component directions are given by supervisors and/or fellow workers.
2. The assessor should delineate those nouns, adjectives, prepositions, and verbs specific to the job under investigation.
3. The assessor should determine required expressive verbal and non-verbal language skills.

D. Functional academic skills required — Frequently, vocational and academic skills are not taught in situations where these crucial skill areas are functional. Specific academic skills, however, can be pin-pointed as essential to particular jobs for severely handicapped students. Thus, the functional academic section of an inventory could include the following:

1. The assessor should delineate the required reading, math, and writing skills as well as any necessary telephone-use skills.
2. The assessor should describe essential categorization and discrimination skills.
3. The assessor should note any critical short-term memory requirements.

E. Machine and tool skills required — In addition to specifying physical motor demands, the assessor should describe the range of machine and tool requirements. In this component descriptions of even the most rudimentary tools, such as a broom as well as the more obvious machinery such as a dishwasher should be included.

F. Hygiene skills required — In this component specific body care requirements should be described. These requirements might include body and clothes cleanliness, deodorant use, the use of hair nets, and shaving demands.

III. SUPPORTATIVE SKILLS AND OTHER INFORMATION REQUIRED

There are probably several skill areas that do not pertain directly to the job under investigation but that are crucial to successful job performance. The following four skill areas could fit into this category: (1) transportation skills; (2) work preparation skills; (3) basic money management skills; and (4) time telling and time judgment skills. In addition to these ancillary skill areas there are at least two other information clusters that must be considered by a teacher before a severely handicapped worker is placed in a competitive job: health code requirements and informed consent and legal requirements. A brief description of these supportive skills and information clusters is provided below.

A. Transportation skills required — Without an independent method of getting to and from work, a severely handicapped worker probably will not be successful vocationally over an extended time period. Even if the worker is provided transportation by his parents or by his residential supervisors, job security would be a direct function of transportation resources. There are at least three methods or combination methods of independent travel that do not rely on "helpful others" and are available to severely handicapped workers: public buses, public taxis, and walking. Thus the transportation skills component of the inventory should detail the skills required by these travel methods.

1. A description of the distances to and from work and to and from locations the worker will be traveling should be presented.
2. Precise descriptions of the transportation modes the worker will be using on a regular basis should be presented.
3. Alternative methods of transportation open to the worker in the event that the primary source is unavailable on a given day should be presented.

B. Skills related to work preparation — Many severely handicapped students do not make advance plans concerning the clothes they will wear and in many cases what and where they will eat in a given day. One of the primary reasons for these inabilities is that most severely handicapped persons are taught to leave day to day planning decisions to "helpful others." However, if severely handicapped students are to function successfully in vocational settings, they must be taught skills related to independent work preparation. For too long, severely handicapped students have arrived at sheltered workshops oddly dressed and either without sack lunches or money to purchase lunch. While such skill deficits may be tolerated by persons instructing severely handicapped students, such tolerance may not be available in more competitive job settings. Thus, it is suggested that at least the following work preparation skills be developed:

1. At least the following specific clothing requirements of the job under investigation should be determined:
 - a. Clothing requirements specific to the job itself should be described. If uniforms are required, the person responsible for providing and maintaining uniforms should be determined.
 - b. The clothing requirements acceptable for getting to and from work should be determined.
 - c. Clothing preparation skills should be delineated. That is, laundry skills and color combination skills should be determined.
2. The work preparation component should describe daily lunch and break requirements. Minimally the following questions should be answered:
 - a. The amount of time the severely handicapped worker will be allotted to eat and specifically where will lunch be eaten should be described.
 - b. The lunch options available to the worker should be presented. That is, the skills necessary to use brown bags, vending machines or lunch counters should be delineated.
 - c. Who will prepare a sack lunch and what alternative preparation plans are available should be described.
 - d. Whether or not bagged lunches will require refrigeration should be determined.

C. Basic money management skills required — Often severely handicapped persons have much of their financial business "taken care of" or handled by "helpful others." However, since the emergence of sheltered workshops, the notion of remunerative income for productive severely handicapped workers has surfaced and most supervisors recognize the right of the severely handicapped employee to manage certain portions of his/her income. It should be stressed, however, that money management skills for competitive severely handicapped workers will need to be more comprehensive than those needed by many sheltered workshop employees. In competitive job settings unscrupulous individuals could exploit severely handicapped workers. In addition, severely handicapped workers probably will not find the daily financial assistance he/she has come to know from "helpful others." Thus, it is crucial that basic money management skills be developed. Minimally the following skill clusters should be addressed:

1. The severely handicapped worker, the teacher, and parents should determine jointly the ways in which the worker will spend his new income.
2. The amounts of money the severely handicapped worker will need on a daily basis and for what purposes should be determined.
3. The method through which the severely handicapped worker will be paid should be determined.
4. How the severely handicapped worker will cash her check, and the type of assistance the worker's bank provides to handicapped patrons should be determined.

D. Time telling and time judgement skills required — Time telling skills have been taught in classrooms for severely handicapped students. However, time judgment skills or the abilities necessary to pair environmental occurrences with specific daily time periods is a cluster of skills often not addressed in classrooms, but is often critical to successful job performance. Therefore the following issues should be addressed to determine precisely the time skills needed for the job under investigation:

1. The degree to which the severely handicapped worker will need to tell time should be determined. Will the worker need to determine time to minute; 5 minute; or 30 minute intervals?
2. The critical events directly related to the job and the time of those events should be determined.
3. The non-job events, such as lunch, the severely handicapped worker will need to pair or match with specific daily time periods should be determined.
4. The time a worker will need to leave her home so that she will arrive at work on time should be determined.
5. Alternative time telling strategies available to a severely handicapped worker who does not have skills suggested in 1-4 above should be determined.

E. Health code requirements — The final two components of the job inventory, *health code requirements* and *Informed consent and legal requirements*, are information sections that do not directly involve specific skills of severely handicapped workers. However, descriptions of requirements for these two components must be gathered to insure that state and local laws and ordinances are honored. Within the domain of health code requirements the following questions should be addressed:

1. The types of specific physical exams required of workers for the job under consideration should be determined.
2. Required vaccinations should be determined.
3. If the severely handicapped worker is being considered for food service work, the requirements concerning restroom use and handwashing should be determined.

F. Informed consent and legal requirements — The worker's teacher or advocate should investigate the following questions:

1. Will the severely handicapped worker need a work permit? If so, what steps will be necessary to procure one?

2. Does the severely handicapped worker possess a social security card? Will the worker's income jeopardize social security benefits the severely handicapped person is currently receiving?
3. Under what guardianship rules is the severely handicapped worker functioning? Who should provide legal permission *before* the severely handicapped student accepts employment?
4. Will the severely handicapped worker be protected in the event of injury by Workman's Compensation if he accepts the job under investigation?
5. Will the employer of the severely handicapped worker require bonding or other insurance?
6. Will the employer of the severely handicapped worker require the worker to attend orientation meetings? Can an advocate attend this meeting with the worker?
7. *Has the severely handicapped citizen given consent to work on the job under investigation?* Along with assessment of job skills, the question concerning whether or not the severely handicapped citizen indeed does want the job he is offered must be determined accurately.

PROGRAMS IN PRINT

VOCATIONAL TRAINING PROGRAM

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APPENDIX A

SAMPLES OF EASY/MEDIUM/HARD MATCH WITH JOB PROFILE

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SFPIJFP COMPARISON FORM

Student's Name J. Smith

Job Title Nurses Aide

MOTOR SKILLS

- ☒ Basic Locomotor Movements
- ☒ Non-Locomotor Movements
- ☒ Manipulative Movements
- ☐ Combined Locomotor, Non-Locomotor and Manipulative Movements
- ☒ Body Control and Awareness
- ☒ Visual Skills (discrimination, tracking, figure-ground differentiation)
- ☐ Auditory Skills (sound differentiation, auditory tracking, auditory memory)
- ☐ Tactile Skills
- ☐ Coordinated Perceptual-Motor Skills

- ☒ Endurance for Strenuous Activity
- ☒ Arm, Leg and Back Strength
- ☐ Agility
- ☐ Timing

- ☒ Posture and Carriage
- ☒ Gestures
- ☐ Facial Expressions

COMMUNICATION SKILLS

- ☒ Attending Skills
- ☒ Following Directions
- ☒ Sounds embodied in one-syllable words
- ☐ Pronunciation of multisyllabic words
- ☐ Articulate Speech
- ☒ Supplies information upon request
- ☒ Responds to social conversation appropriately
- ☐ Expresses thoughts in words, phrases and sentences
- ☐ Asks questions
- ☒ Is polite
- ☐ Can describe an experience
- ☐ Interacts conversationally
- ☐ Shows comprehension of more complex spoken language
- ☐ Can manipulate a writing utensil
- ☐ Has manuscript writing skills
- ☐ Can provide simple information in writing

Student/Job		Comments
☒	☒	
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RATING KEY

- ☒ = Skill Fully Attained
- ☐ = Progress or Partial Attainment
- NP or NA = No Progress or Not Applicable**

RATER CODE

- T = Teacher
- A = Aide
- P = Parent
- C = Rehab. Coun.
- O = Other

QUANTITATIVE SKILLS

- ☒ Quantitative vocabulary
- ☒ Counting, reading, writing numbers
- ☒ Computation
- ☒ Word problems

- ☒ Time
- ☒ Dates

- ☒ Money Values
- ☒ Making change
- ☒ Reading and writing money values
- ☒ Other applications (shopping)

- ☒ Weight
- ☒ Length

- ☒ Household measurements
- ☒ Temperature
- ☒ Common dials, gauges and meters

INDEPENDENT LIVING SKILLS

- ☒ Knows own phone number
- ☒ Answers the phone
- ☒ Places a phone call
- ☒ More complex phone procedures

- ☒ Plans shopping trip
- ☒ Selects items
- ☒ Makes a purchase
- ☒ More complex shopping skills

- ☒ Walking
- ☒ Bicycling
- ☒ Using public transportation
- ☒ Using a taxi
- ☒ Organizes time

- ☒ Arrival procedures
- ☒ Selecting food
- ☒ Eating food
- ☒ Paying for the meal

- ☒ Clothing repairs
- ☒ Clothes pressing
- ☒ Shoe Care
- ☒ Hand laundry
- ☒ Machine laundry

- ☒ Planning ahead
- ☒ Procedure upon arrival
- ☒ Filling out application blank
- ☒ Responding to interviewer

Student/Job		Comments
P	P	*WORK ON BASIC MATH SKILLS
P	✓	
P	P	
NA	P	
✓	✓	STRONG INDEPENDENT LIVING SKILLS
✓	✓	
✓	✓	
✓	✓	
✓	✓	
P	P	
P	P	
✓	✓	
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SFPIJFP COMPARISON FORM

Student's Name R. BROWN

Job Title NURSES AIDE

MOTOR SKILLS

- _____ Basic Locomotor Movements
- _____ Non-Locomotor Movements
- _____ Manipulative Movements
- _____ Combined Locomotor, Non-Locomotor and Manipulative Movements
- _____ Body Control and Awareness
- _____ Visual Skills (discrimination, tracking, figure-ground differentiation)
- _____ Auditory Skills (sound differentiation, auditory tracking, auditory memory)
- _____ Tactile Skills
- _____ Coordinated Perceptual-Motor Skills

- _____ Endurance for Strenuous Activity
- _____ Arm, Leg and Back Strength
- _____ Agility
- _____ Timing

- _____ Posture and Carriage
- _____ Gestures
- _____ Facial Expressions

COMMUNICATION SKILLS

- _____ Attending Skills
- _____ Following Directions
- _____ Sounds embodied in one-syllable words
- _____ Pronunciation of multisyllabic words
- _____ Articulate Speech
- _____ Supplies information upon request
- _____ Responds to social conversation appropriately
- _____ Expresses thoughts in words, phrases and sentences
- _____ Asks questions
- _____ Is polite
- _____ Can describe an experience
- _____ Interacts conversationally
- _____ Shows comprehension of more complex spoken language
- _____ Can manipulate a writing utensil
- _____ Has manuscript writing skills
- _____ Can provide simple information in writing

Student/Job		Comments
P	✓	*ALL SIGNS SHOW Definite need for more training in all skill areas - Recommendation to compare Student's Present Skills with other occupations in DATA BANK - requiring less demands on specific skills -
P	P	
NP	P	
P	P	
P	✓	
P	P	
NP	P	
NP	P	
P	P	
P	✓	
P	✓	
P	✓	
P	P	
P	✓	
NP	P	
P	✓	
P	✓	
P	✓	
P	P	
NP	✓	
NP	P	
P	✓	
P	✓	
P	✓	
NP	NA	
NP	NA	
P	✓	
P	✓	
P	✓	
NP	NA	
NP	P	
NP	NA	
NP	P	

RATING KEY

- ✓ = Skill Fully Attained
- P = Progress or Partial Attainment
- NP or NA = No Progress or Not Applicable

RATER CODE

- T = Teacher
- A = Aide
- P = Parent
- C = Petitioner/Student
- O = Other

QUANTITATIVE SKILLS

- _____ Quantitative vocabulary
- _____ Counting, reading, writing numbers
- _____ Computation
- _____ Word problems

- _____ Time
- _____ Dates

- _____ Money Values
- _____ Making change
- _____ Reading and writing money values
- _____ Other applications (shopping)

- _____ Weight
- _____ Length

- _____ Household measurements
- _____ Temperature
- _____ Common dials, gauges and meters

INDEPENDENT LIVING SKILLS

- _____ Knows own phone number
- _____ Answers the phone
- _____ Places a phone call
- _____ More complex phone procedures

- _____ Plans shopping trip
- _____ Selects items
- _____ Makes a purchase
- _____ More complex shopping skills

- _____ Walking
- _____ Bicycling
- _____ Using public transportation
- _____ Using a taxi
- _____ Organizes time

- _____ Arrival procedures
- _____ Selecting food
- _____ Eating food
- _____ Paying for the meal

- _____ Clothing repairs
- _____ Clothes pressing
- _____ Shoe Care
- _____ Hand laundry
- _____ Machine laundry

- _____ Planning ahead
- _____ Procedure upon arrival
- _____ Filling out application blank
- _____ Responding to interviewer

Student/Job		Comments
P	P	* Do more Communication Related work
P	✓	
NP	✓	
P	✓	
P	✓	
P	✓	
NP	✓	
NP	✓	
P	P	
P	P	
P	✓	
P	✓	
NP	✓	
✓	✓	
✓	✓	
✓	✓	
NP	NA	
P	NA	
P	NA	
P	NA	
P	NA	
✓	✓	
NP	NA	
P	✓	
NP	NA	
P	P	
P	✓	
P	✓	
P	✓	
NP	NA	
NP	P	
P	P	
NP	NA	
NP	NA	
P	✓	
P	✓	
NP	✓	
P	✓	

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APPENDIX B

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UNIVERSITY OF WISCONSIN/MADISON METROPOLITAN SCHOOL DISTRICT

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427 Education Building
Phone (608) 262-2722

Department of Studies in Behavioral Disabilities
Madison, Wisconsin 53706

Dear Colleague:

By September, 1978 the University of Wisconsin-Madison and the Madison Metropolitan School District will have produced eight volumes of curricular information (a total of 10 books) related to providing public school educational services to severely handicapped students. The tables of contents of the eight volumes are attached. These tables of contents are presented in an attempt to afford you cursory information regarding the contents of the volumes. It should be noted and emphasized that many of the programs, assumptions, strategies, etc., contained in the earlier volumes (Volumes I, II and III) are at least anachronistic, if not completely inappropriate for implementation today. It should also be noted that many of the papers contained in the volumes have been republished in various professional journals and books.

According to our most recent information, Volumes I, II and III are no longer distributed by the Madison Metropolitan School District. However, hard-bound copies of Volumes I, II and III can be borrowed from the library of the Madison Metropolitan School District or the information therein can be obtained from the Educational Research Information Center, Document Reproduction Services, PO Box 190, Arlington, VA, 22210.

If you are interested in securing one or more of the volumes, please contact:

Dr. Lee Gruenewald, Director
Dept. of Specialized Educational Services
Madison Metropolitan School District
545 W. Dayton Street
Madison, WI 53703

Unfortunately, it is necessary that the Madison Metropolitan School District charge \$9.00* for each curriculum book. These charges are necessary in an attempt to defray part of the required production costs. It should be emphasized that without the continued financial support of the Madison Metropolitan School District, the University of Wisconsin-Madison, the Wisconsin Department of Public Instruction and HEW, USOE, Bureau of Education for the Handicapped, the production of much of this information would be impossible. Finally, these curriculum books are produced on a non-profit basis.

Thank you,

Lou Brown, Ph.D.
Professor

*Effective July 1, 1978.

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The Development and Implementation of a Public School Prevocational Training Program for Trainable Retarded and Severely Emotionally Disturbed Children

Lou Brown, Tom Bellamy, Ed Sontag

August, 1971

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June, 1972

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Lou Brown, Weston Williams, and Tim Crowner

August, 1974

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The book speaks of brain-damaged children in general, however it focuses greatly on cerebral palsy. It first speaks of nature and scope of the problem. It then goes into great detail about the many other disorders and developmental problems facing the child. It covers theories, therapy methods, and special education for the cerebral palsied child. The book is a compilation of information taken from professional reports, conventions, journals, and abstracts integrated for practical use in therapy and education for the cerebral palsied child.

Blencowe, S. M. *Cerebral palsy and the young child*. London: E & S Livingston, LTD., 1968.

A concise document of Cerebral Palsy. It is very well written by British authorities in the field. The book consists of early understood explanations of the most complex theories concerning the care of cerebral palsy children. All that is known about this neurological disability and approaches of treatment were discussed.

Bobath, B. *Abnormal postural reflex activity caused by brain lesions*. Wm. Heinemann Medical Books, 1971.

This book is an analysis of various types of cerebral palsy, resulting abnormal motor patterns and disabilities, and treatment possibilities and their problems. It basically consists of background information, theory, and ways of testing patients for the presence or absence of postural reflexes to assess the severity of the individual case for planning of treatment and in assessing improvements.

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Planned as a guide for planners and administrators, the report considers architectural problems in the design of educational facilities for orthopedically handicapped and cerebral palsied children. Factors influencing the learning process and the selection of instructional materials are discussed and daily programs suggesting subject areas, activities, physical therapy equipment, are provided.

Cratty, B. J. *Perceptual-motor behavior and educational processes* Springfield, Ill: Charles C. Thomas, 1969.

Addressed to special class teachers, the text presents research based information on perceptual-motor behavior and education, including movement and movement activities. Special education is considered and perceptual motor abilities are discussed with reference to the blind, the clumsy child with minimal neurological handicaps, and the cerebral palsied. A screening test for evaluating perceptual motor attributes of neurologically and physically handicapped children as well as a mobility orientation test for the blind are provided.

Cricksmay, M. *Speech therapy and the Bobath approach to cerebral palsy*. Springfield, Ill., Charles C. Thomas, 1972.

This book discusses neurophysiological principles underlying the Bobath approach and how they can be applied in each of the three areas of therapy - physical, occupational, and speech. Emphasis is placed on the need to integrate the treatments of these therapists.

Criswold, P. A. *Play together: Parents and babies*. Indianapolis: United Cerebral Palsy of Central Indiana, 1972.

This is a review of a program which had been tried and tested with thirty-eight children and parents. The participants met twice weekly at the Cerebral Palsy clinic during the program period. Each activity is illustrated with objectives, motivating activity, and the necessary equipment and arranged in a chart form. It basically illustrates how a parent can play with his child and still contribute to the child's overall progress.

Denjoff, E. *Cerebral palsy - the preschool years*. Springfield, Ill.: Charles C. Thomas, 1967.

A comprehensive, well-documented approach to diagnosis, treatment, and methods of planning a course of treatment with parents of the cerebral palsied child. The discussion is clearly outlined and based on objective data from clinical research. A valuable reference for professionals involved with cerebral palsy and related disorders.

Finnie, N. *Handling the young cerebral palsied child at home*. New York, N.Y.: E. P. Dutton & Co. Inc., 1964.

This book is an easily understood guide, using simple terms and with 165 illustrations describing some practical and workable techniques in handling the young cerebral palsied child. The author discusses cerebral palsy in general, what it is, and how developmental sequences of the child are affected. Movement development is contrasted in the normal and cerebral palsied child and means of rectifying the abnormal is given. Everyday self-help skills are discussed and the author bridges play with everyday activities. There is a chapter on terminology, equipment suppliers, accessories, and an overall indesposable and useful guide for anyone who works with the cerebral palsied child.

Fiorentino, M. *Reflex testing methods for evaluating central nervous system development*. Springfield, Ill.: Charles C. Thomas, 1963.

This manual provides an understanding of sequential development of normal and abnormal reflex maturation. It contains charts of motor development, reflex testing, photographs, clear explanations, and a means of evaluating and recording responses. It serves as a valuable reference for anyone working with the cerebral palsy child.

Fiorentino, M. *Normal and abnormal development: the influence of primitive reflexes on motor development*. Springfield, Ill.: Charles C. Thomas, 1972.

A guide in evaluation of the newest techniques in therapy. The development of a normal child is contrasted to that of abnormal development in a cerebral palsied child. Certain reflexes are considered and their effect on the child with cerebral palsy is emphasized.

Gillete, H. E. *Systems of therapy on cerebral palsy*. Springfield, Ill.: Charles C. Thomas, 1969.

The author's intent is to help clarify the many therapeutic techniques offered for management of motor aspects of cerebral palsy. The book is divided into two sections; the first discusses the components of motion, stimulus, tone, etc; and continues into motion development. The second half deals with specific systems of therapy such as Bobath, Phelps, Deaver, and Crothers. The book is very concise and naturally limits the detail of each system but it would however be worthy for anyone treating cerebral palsied victims.

Helt, K. S. *Muscle function, locomotion, and hand function*. Vol. I, *Assessment of cerebral palsy*. Baltimore: The Williams and Wilkins Co., 1969.

This volume deals with the assessment of physical aspects of cerebral palsy. Concise discussion of muscle tone, spasticity; and abnormal movements is given. The second section deals with locomotion, posture, and gait and would interest physical therapists. Valuable reading for any therapist or teacher dealing with children with neurological impairments is contained within this volume.

Keats, S. *Cerebral palsy*. Springfield, Ill.: Charles C. Thomas, 1969.

This book contains general, up-to-date information on the subject of cerebral palsy. Comprehensive treatment methods are presented in detail. It is a well written and easily understood text.

Kvaraceus, W. C. & Hayes, E. N. *If your child is handicapped*. Boston, Porter Sargent, 1969.

Intended for parents of handicapped children and the specialists who work with them, this collection includes highly personal accounts of the experience of having a handicapped child. Included are eleven accounts by parents of the cerebral palsied and orthopedically handicapped, eight by parents of the mentally retarded, nine by parents of the deaf, six by parents of the emotionally disturbed, and seven by parents of children with special health problems.

Marx, M. Integrating physical therapy into a cerebral palsy early education program. *Physical Therapy*, 1973, 53.

The article refers to a program started at United Cerebral Palsy of Manhattan that integrates therapy and early education. The program is geared toward three to six year old children, most of them having a diagnosis of cerebral palsy in all degrees of severity. The children are grouped according to age and intelligence. Besides the physical therapy, the program includes a psychiatrist, psychologist, social worker, occupational therapist, speech therapist and two teachers. However, the article narrows on the physical therapist and her role in the program. Programs under the physical therapist include positioning and stimulating, movement, self-care, and perceptual training.

McDonald, E. & Chance, B. *Cerebral palsy*. New Jersey: Prentice-Hall, Inc., 1964.

The diagnosis and classification of each of the types of cerebral palsy are discussed and specific therapies outlined. The authors outlined a thirteen point program for planning and action - prevention, case finding, diagnosis and evaluation, treatment, education, employment, recreation, research, residential care, financial aid, personnel training and funding. Development of language and speech in the young child is discussed and guides for providing a basis for diagnosing and treating language and speech problems in the older child are given.

Mysak, E. *Neuroevolutional approach to cerebral palsy and speech*. New York: Teachers College Press, 1968.

The author presents the basis, methods and results of this new approach to therapy. Cerebral palsy is discussed as a reflection of disturbed neuroontogenesis and traces human neuroevolution from the supine to the biped stage. Three types of neurotherapy programs are outlined and suggestions are given to the teacher and occupational therapist. A concise discussion of the basis and principles of neurospeech therapy for the cerebral palsy follows.

Pearson, P. & Williams, C. *Physical therapy services in the developmental disabilities*. Springfield, Ill.: Charles C. Thomas, 1972.

This book discusses the strengths and weaknesses of many of the tests used by physical and occupational therapists and presents many new and practical ideas for treatment of handicapped child. Basic information on neuromotor problems is provided.

Perlmutter, S. *Neuroanatomy and neurophysiology underlying current treatment techniques for sensorimotor dysfunction*. Chicago: University of Ill. Hospital, 1971.

This is a revised and expanded edition of material used to supplement lectures presented at workshops directed by the author on treatment of the multiple handicapped child. The contents include material on normal growth and development sequences and outlines of the basic philosophies of three approaches - Bobath, Fay/Doman-Delacato and Rood. The manual is divided into five sections and could be used as an excellent teaching supplement.

Pothier, P. Therapeutic handling of the severely handicapped. *American Journal of Nursing*, 1971, 71, 321-324.

This article is concerned mainly with the training nurses should have in caring for the severely handicapped child. A few case studies are discussed and methods described. It is interesting reading for anyone who may have contact with this child.

Rusk, H.A. *Specialized placement of quadriplegics and other severely disabled; Final report.* New York: New York Institute for Physical Medicine, 1963.

To help quadriplegics and other severely disabled achieve vocational placement and confront the catastrophic impact of quadriplegia on bodily function (as detailed in the report), a rehabilitation team provided medical, various special, and vocational rehabilitation services. The 100 clients (59% men, 79% less than 45 years of age and 62% between 20 and 39 years of age) were evaluated for physical capacities and job-task performance.

Wilson, M. Crippled and neurologically impaired. *Exceptional children in schools.* Holt, Rinehart and Winston, Inc., 1963.

Wilson speaks of children with neurological and physical impairments, types and causes and possible secondary handicaps that become involved in the various types of cerebral palsy. Classification, administrative provisions and the separate educational programs provided for these children are also discussed.

Wolf, J.M. *The results of treatment of cerebral palsy.* Springfield, Ill.: Charles C. Thomas, 1969.

This book is a compilation of literature related to results of physical therapy for the cerebral palsied. The volume is divided into four sections concerning: historical perspective, measuring instruments, principles on evaluation, assessment of CNS disorders, results of therapy and foundations for future studies of assessment.

FILM

Jones, Margaret, M.D., *Pre-Speech Evaluation and Therapy*, Dept. of Pediatrics, School of Medicine University of Calif. at Los Angeles, Rehabilitation Center, 1967.

This black and white film runs with sound for 25 minutes. It illustrates the techniques of pre-speech evaluation and training of Helen A. Muller, a speech therapist in Zurich, Switzerland. It is divided into two parts - evaluation and treatment. Evaluation techniques are performed on a normal three year old and on a cerebral palsied child. Persisting reflexes are shown. This film serves as an introduction to the suggested methods.

NEURO-DEVELOPMENTAL METHOD (BOBATH METHOD)

Bobath, B. Key points of control. *The Western Cerebral Centre: London, England*. England, 1962, 1-4.

This paper deals with the points of the body from which to reduce spasticity and simultaneously initiate normal postural and movement reactions. The points of control include head, arms, legs, and pelvis.

Bobath, B. Important points in treatment by reflex inhibition and movement facilitation. *The Western Cerebral Centre: London, England*. England, 1963, 1-2.

This article gives a brief resume of the importance of preparing a child for movements. Suppression (inhibition) of abnormal patterns of posture and movement must be dealt with before normal development can occur. Movements have to be developed as they occur in the development of a normal child. The child is always treated as a whole - no parts of the body are treated in isolation.

Bobath, B. Treatment principles and planning in cerebral palsy. *Physiotherapy*, 1963, 41, 8, 923-26.

This article discusses the main purpose and aim of physiotherapy, which is to give the cerebral palsy child control over his abnormal motor patterns and to provide him with a variety of more normal movement patterns.

Bobath, B. Basic principles of treatment. *The Western Cerebral Centre: London, England*. England, 1964, 1-2.

This article discusses the basic principles involved in treating the cerebral palsy child, a child whose central nervous system has not developed to his chronological age. Main problems of concern and possible areas of treatment are also discussed.

Bobath, B. The very early treatment of cerebral palsy. *Developmental Medicine and Child Neurology*, 1967, 9, 373-39.

This article stresses that the best results will come from early treatment. For example, early recognition of cerebral palsy is important, since abnormal patterns of posture and movement become stronger as the child gets older. It states several principles and aims for treatment and gives information on normal motor development.

Bobath, B. Neuro-development treatment. *Journal of American Physical Therapy*, 1967, 47, (11), 1039-1041.

This article states that the concept of neuro-developmental treatment is based on two factors: (1) the interference of normal maturation of the brain by the lesion, leading to retardation of arrest motor development; and, (2) the presence of abnormal patterns of posture and movement, due to a release of abnormal postural reflex activity.

Bobath, B. Planning of treatment. *Western Cerebral Palsy Centre: London, England*. England, 1968, 1-2.

This article consists of seven points of interest which should be considered in planning treatment for the cerebral palsy child; type and strength of muscle tone; primitive and fairly normal motor patterns; pathological (abnormal) patterns of posture and movement; basic automatic reactions; the way and to what extent the body parts are involved; the child's age; and the possibilities of contractures and deformities.

Bobath, B. The treatment of neuromuscular disorders by improving patterns of coordination. *Physiotherapy*, 1969, 47 (1), 32-39.

This article deals with normal postural reactions and their importance for voluntary movements. It states that the motor patterns of normal postural reactions develop in the child gradually during the first few years of life. These become highly selective patterns of coordination and thereby become highly selective patterns of coordination and thereby become automatic in the normal child but not in the cerebral palsied individual. Treatment principles and techniques are described.

Bobath, B. Short survey of problems and treatment of spastic children. *Western Cerebral Palsy Centre: London, England*. England, 1970, 1-2.

The problems and treatment discussed in this article include: increased postural tone with typical patterns of spasticity; associated reactions; co-contraction; and insufficient or absent righting and equilibrium reactions.

Bobath, B. Motor development, its effects on general development and application to the treatment of cerebral palsy. *Physiotherapy*, November 1971, 49 (11), 1279-1288.

This article stresses the importance of sensori-motor experience as a basis for learning in both early and later stages of development. Movement is stated to be of utmost importance in the child's development. The team approach is emphasized as the best approach to the total child.

Bobath, K., The neuropathology of cerebral palsy and its importance in treatment and diagnosis. *Cerebral Palsy Bulletin*, 1959, 1, (8), 13-33.

In this article cerebral palsy is defined and its etiology, incidence, and classification are surveyed. Particular reflexes are described in reference to their relevance to the motor behavior of the cerebral palsy child. Treatment of this condition should follow neurological lines in order to inhibit abnormal reflex activity and promote normal reactions.

Bobath, K. The normal postural reflex mechanism and its deviation in children with cerebral palsy. *Physiotherapy*, 1971, 49 (11), 1286-1299.

This article defines the term cerebral palsy and explains some important related factors. It describes the normal development of a child and compares it with that of the cerebral palsy child. Other problems are also discussed, with techniques and materials for treatment given.

Bobath, K., & Bobath, B. An analysis of the development and standing and walking patterns in patients with cerebral palsy. *Physiotherapy*, 1962, 40, 6, 613-619.

This article describes the early childhood development of normal standing and walking patterns and explains how abnormal patterns result in the cerebral palsy child.

Bobath, K., & B. The facilitation of normal postural reactions and movements in the treatment of cerebral palsy. *Physiotherapy*, 1964, 42, 8, 949-954.

This article deals with the techniques and patterns used for testing postural tone.

Bobath, K., & Bobath, B. Terminology of treatment techniques. *The Western Cerebral Palsy Centre: London, England*. England, 1970, 1-3.

This article lists the terminology of treatment techniques of the neurological developmental method. Included are: reflex-inhibiting patterns, key-points of control, inhibitory control, facilitation of spontaneous movements, tapping, and placing. Also included is a list of neurophysical terms and definitions.

Cragen, W., & Beter, T. *The mentally retarded child and his motor behavior*. Springfield, Ill.: Charles C. Thomas, 1970.

This book deals with the concept that movement is the basis of learning and cognitive function. They do not specifically state the principles of Bobath, but their view can be enlightening in respect to the fact that movement is the core to the habilitation of the total child.

Crickmay, M. C. *Speech therapy and the Bobath approach to cerebral palsy*. Springfield, Ill.: Charles C. Thomas, 1970.

This book deals with the neurophysiological principles that are the groundwork of the Bobath approach to the total child. The author shows how the principles of this approach can be applied and utilized in each area of physical, occupational, and speech therapy. A team approach is the key to the habilitation of the total child. Other areas described in detail are: motor behavior and speech in the cerebral palsied child; principles of speech therapy producing voice, articulation; and, language problems, psychological problems, and how to successfully assess these problem areas.

Finnie, N.P. *Helping the young cerebral palsy child at home*. New York, N.Y.: E.P. Dutton and Co., Inc., 1968.

This is a complete handbook for the parents of the young cerebral palsied child. It explains in complete detail all the specific areas and aspects of cerebral palsy.

Pothier, P.C. Therapeutic handling of the severely handicapped child. *Amerlan Journal of Nursing*, 1970, 71, 321-324.

This article presents the personal account of a nurse and her preparation in learning to teach children with cerebral palsy. The author spent one day a week for a year in a nursery of a state hospital gaining skills in these techniques. During this period she was introduced to the treatment techniques of Karl and Bertha Bobath. These facilitation techniques were incorporated into the daily care of the children, thereby extending the period of formal physical therapy into the normal day activities of the children.

COGNITIVE DEVELOPMENT

Ball, T. (Ed.) *A guide for the instruction and training of the profoundly retarded and severely multi-handicapped child*. California: Santa Cruz County Board of Education, 1971.

The guide consists of instructional plans which provide examples of activities and programs in specific curriculum areas which are intended as guides to curriculum planning. Each plan states objectives, prerequisites, methods, and activities. A section at the end discusses theoretical considerations involved in the philosophy of curriculum planning.

Ball, T.S. *Itard, Sequin, and Kephart*. Charles E. Merrill Publishing Co., 1971.

The initial section of this book is devoted to an analysis and evaluation of Itard and Sequin within a modern framework of reference. In the second segment educational approaches are related to escape-avoidance conditioning and generalized imitation. The final section is devoted to a review and evaluation of Kephart's theory and correlated treatment programs.

Block, J.D. Operant conditioning. *Mental Retardation: An annual review*. New York: Grune and Stratton, 1971.

Byles, T. Some observations on the teaching of nature study to severely retarded teenagers in a rural area. *Teaching and Training*, 1970, 8(4), 113-114.

Colwell, C.N. Teaching the profoundly retarded child through behavior shaping techniques. *In Training the severely and profoundly mentally retarded*. 1967, 3, 81-89.

Hollis, J.H. & Gorton, C.E. Training severely and profoundly developmentally retarded children. *Mental retardation*, 1967, 5, 20-24.

This paper is an overview of recent research applicable to the training of severely and profoundly developmentally retarded children. It briefly covers the following topics: prosthetic training, operant imitation, social reinforcement, eversive stimulation, feeding training, toilet training, and behavioral engineering.

Jeffrey, D. Increase and maintenance of verbal behavior of a mentally retarded child. *Mental Retardation*, 1972, 10, 2, 35-40.

In this study operant and imitative techniques were used in programming generalization of verbal behavior in a child.

Kaanianen, R. *The factor structure of intellectual abilities and signal sight vocabulary learning at moderate and severe levels of preliterate mental retardation*. Sweden: Gothenburg, School of Education 1970.

Levett, L. A method of communication for non-speaking severely subnormal children. *British Journal of Disorders of Communication*, 1969, 4, 1, 64-66.

Martin, J.A. Mental retardation, *Journal of Experimental Child Psychology*, 1971, 9, 4, 3201.
(Abstracts)

The data here suggests that in severe mental retardation after imitative behavior is acquired it may not be controlled by the same stimuli which regulated it during acquisition.

O'Conner, T. & Hermelin, B. Cognitive Deficits in children. *Mental Retardation Abstracts*, London England: Medical Research Council.

This article presents a brief comparison of the cognitive deficits of autistic and severely subnormal children. Linguistic perceptual, attentional and logical aspects of cognition are considered. It is suggested that a) in subnormal children the code system may be impaired and b) in autistic children the selective extraction and categorization systems may be faulty.

Cequin, E. *Idiocy and its treatment by the physiological method*. Columbia: Columbia University Teacher's College, 1907.

Itard explains the educational methods he used with Victor, the wild boy of Avençon.

Sontag, E., Burke, P., York, & Robert Considerations for serving the severely handicapped in the public schools. *Education and Training of The Mentally Retarded*. 1973, 8, 2, 20-26.

12

APPENDIX C

BLANK STUDENT PROFILE FORMS

266

259

DO NOT WRITE IN THESE SPACES

TITLE

Student's Name

Date: _ _ _ _

Key Objective:**Objective:****Detailed Skill Listing:**

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|-----|--------------------------|--------------------------|--------------------------|--------------------------|
| 1. | ☐ | ☐ | ☐ | ☐ |
| 2. | ☐ | ☐ | ☐ | ☐ |
| 3. | ☐ | ☐ | ☐ | ☐ |
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| 17. | ☐ | ☐ | ☐ | ☐ |
| 18. | ☐ | ☐ | ☐ | ☐ |
| 19. | ☐ | ☐ | ☐ | ☐ |
| 20. | ☐ | ☐ | ☐ | ☐ |

RATING KEY

✓ = Skill Fully Attained
P = Progress or Partial Attainment
NP or NA = No Progress or Not Applicable

RATER CODE

T = Teacher
A = Aide
P = Parent

C = Rehab. couns.
O = Other

TITLE

Student's Name

Date: _ _ _ _

Key Objective:**Objective:****Detailed Skill Listing:**

1.	☐	☐	☐	☐
2.	☐	☐	☐	☐
3.	☐	☐	☐	☐
4.	☐	☐	☐	☐
5.	☐	☐	☐	☐
6.	☐	☐	☐	☐
7.	☐	☐	☐	☐
8.	☐	☐	☐	☐
9.	☐	☐	☐	☐
10.	☐	☐	☐	☐
11.	☐	☐	☐	☐
12.	☐	☐	☐	☐
13.	☐	☐	☐	☐
14.	☐	☐	☐	☐
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Objective:

Detailed Skill Listing:

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Key Objective:**Objective:****Detailed Skill Listing:**

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| 18. | ☐ | ☐ | ☐ | ☐ |
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| 20. | ☐ | ☐ | ☐ | ☐ |

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Objective:

Detailed Skill Listing:

1.	☐	☐	☐	☐
2.	☐	☐	☐	☐
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Dr. Geoffrey Clark Miller